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ABSTRACT

The demonstration project report describes a successful adult basic education program in music as a device for expanding the learning potential of the emotionally disturbed and mentally deficient residents of the Woodbury (Iowa) County Home. Background information on the project and a description of its progress, including the need for consultants, tools, and aides, are presented. Highlights of the project were performances for guests. The Wide Range Achievement Test (WRAT) and the Hospital Adjustment Scale (HAS), though somewhat unsuitable for the project, were chosen as measurement instruments to be administered to determine quantitative improvement. Results of the HAS ranking indicate the music activities did not influence scores in communications and relations with others, nor in care of self and social responsibility. Improvements were noted in work activities and recreation and overall hospital adjustment scores. The WRAT results indicated no difference in treatment groups in reading, spelling, and arithmetic. Summary statements by program personnel describe the music activities and their beneficial aspects for the Home's residents. Nearly three-quarters of the document consists of appendixes providing a pictorial review and detailed progress reports submitted weekly by the two teachers from September, 1971, to June, 1973. (NH)

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REPORT

Music As An Educational Tool For the Mentally Handicapped ABE Student

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Jane Sellen, Project Director
Western Iowa Tech
Sioux City, Iowa

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Music As An Educational Tool for the Mentally Handicapped ABE Student

The U.S. Department of Health, Education and Welfare through the Office of Education granted the sum of $1[illegible],000 to Western Iowa Tech for FY72 for this demonstration project. Before the end of the first year it was clear that not enough time had elapsed and sufficient data had not been acquired so that a request for a one year extension was made. The extension was granted; therefore the project covers FY72 and FY73.

As a demonstration project it was proposed to use vocal music as a device to attempt to expand the learning potential of the residents of the Woodbury County Home.

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STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
[illegible] IOWA 50319

[illegible] STATE SUPERINTENDENT
[illegible]
[illegible] SUPERINTENDENT

July 10, 1973

Ms. Jane Sellen
Adult Education Coordinator
Western Iowa Tech
3075 Floyd Boulevard
Sioux City, Iowa 51105

Dear Jane:

We feel that it is our responsibility to review the graduate program in adult education at the end of each fiscal year. Our office has reviewed your program "Music, an Aid to Teaching Adult Basic Education." We feel that your program is one of its kind in the United States.

Judging by the reports from other members of our staff and having viewed your program from the start, I feel your students have made tremendous improvement in dress, personalities, attitudes and abilities.

The performance of the class at the graduation cermony must have been an impressive demonstration of their abilities showing to all those present that the students and faculty have worked very hard.

I hope you will continue this program; as it proves that adult education does work with dedication and lots of hard work. Please accept my congratulations to all persons involved.

Sincerely,

Ken

Ken Russell
Chief
Adult Education

KR:dm

BACKGROUND

The Woodbury County Home is the custodial residence for ninety to one hundred men and women. It is a large old brick, three story building which has been well cared for. There are dormitories on each floor for women and for men and a large dining room in the semi-basement where all the residents eat together.

The Home is situated approximately three miles beyond the city limits of Sioux City. At one time the surrounding land was farmed, but this has not been true for several years. A large garden is maintained by the residents but there are few other available activities beyond helping with the indoor housekeeping chores.

The Home is a governmental responsibility of the County Board of Supervisors. The Director of the County Mental Health Services supervises the Matron of the Home; the Matron reports to the Director who reports to the Board although this line of communication is not always strictly followed.

The residents range from eighteen to eighty years of age. Strictly speaking, no one over sixty-five is to live in the Home but in fact if an individual can care for himself and is not chronically ill he or she is allowed to continue living there.

The residents are either emotionally disturbed or mentally deficient. Almost all have spent time either at the Cherokee Mental Health Institute or at the Glenwood State Hospital. In some respects the Home might be referred to as a "quarter-way house" in the context of the familiar Halfway

House. In fact, a few residents have now been transferred to the Halfway House known as River Heights and some have entered Sheltered Workshop-Training situations at Goodwill Industries while continuing to reside at the Home.

Concern for clean and cheerful physical surroundings is evident. The Home is immaculate, the atmosphere pleasant, the residents obviously comfortable and "at home."

The question of how to fill the time of the residents constructively and stretch their potential for a more independent life was a persistent concern of the Mental Health Services Director, Travis Campbell. When the writer, Jane Sellen, approached him in 1968 about holding some Adult Basic Education classes in the Home he was most receptive.

The Board of Supervisors were less eager. They questioned what might be achieved and if an unwelcome element might be introduced into the smooth-running operation. The Board, however, was willing, after some close questioning, to give Adult Basic Education classes a try.

Those original three classes of five to seven residents meeting in one hour sessions twice a week have expanded to six hour-long classes per day, four days per week or twenty-four hours of Basic Education instruction weekly. Some students attended four one hour sessions, some two each week; approximately forty-five residents have been regularly enrolled in Adult Basic Education classes in the years FY72 and FY73.

The addition of vocal music classes was made in January 1971. This writer became interested in the possibility of using vocal music as a supplementary teaching method and was confident she had the right teacher to make the idea worthwhile.

Eugenia Webb, the proposed teacher, is a woman of leadership ability, great compassion and concern, trained musically with a psychology major, mother of six children, and with the necessary enthusiasm and equanimity for such a situation and with such a clientle. Furthermore, she had taught beginning reading ABE classes, at Goodwill Industries, Work Incentive (WIN) Licensed Practical Nurse students in science brush-up classes, and classes for truck driver trainees who needed review on how to study the manual.

Again, reluctant approval was given by the County Board of Supervisors who continued to question the value and results to be achieved with those residing in the Home. The Director of Mental Health was enthusiastic. So was the Matron who could perceive the possibility of using some of the musical talents she knew a few residents possessed and who thought eventually a program for some group outside the Home might be given, being "done for" has been the pattern of those at the Home. In addition, group singing came close to the arts and crafts activities which she had been seeking for the residents.

So in January, 1971 the classes were organized. In six weeks it was clear that an accompanist was essential. Again a well qualified person was available in Helen Moss. She had originally volunteered in beginning reading ABE classes, has taught two nights per week adults reviewing for the GED (General Educational Development) Test, and has been a professional piano teacher for a number of years. Beyond that, her concern and desire to help the less fortunate are always apparent.

Classes met originally for forty-five minute session each Wednesday morning. Approximately thirty were regularly enrolled in each of the two classes.

The dining room was chosen for the location for the music classes. It is a large attractive sunny room in the semi-basement. A good piano is located there. The tables are pushed back and chairs arranged in rows near the piano. It was found that the cooks liked to take their break while the classes were in session so they could listen.

The State supervisor, now Chief of Adult Education, Ken Russell approved this experiment in Adult Basic Education and informed regional Director Dr. Harry Hilton who encouraged the writing of a project to follow through on what we were attempting to do and to share the results so others might benefit.

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PROJECT PROGRESS

Consultants

With the beginning of the project in September, 1971, it was quickly apparent how much more carefully we must proceed and that we needed professional guidance.

The teachers met with the director of the project to draw up their procedures. Together then we met with the Mental Health Services Director, the Matron, and the ABE teachers in an attempt to coordinate and clarify our goals.

The music teachers agreed to keep full daily accounts but requested guidance in this area. Dr. Irene Wiemers, Chief Psychologist of the Mental Health Clinic at Cherokee, read the proposal and agreed to serve as psychological consultant to the project.

Dr. Wiemers is a forthright woman with quick perception of a situation. After one visit she was able to see the problems but also to build on the teacher's desires to learn and to be effective. With her guidance, the teachers became much more proficient at record-keeping. To quote from her letter at the end of the first year "I am certain Eugenia and Helen are now able to write the kind of observational descriptions that will show progress."

And in a letter to Dr. Robert Sherman, Chief Biometrician, Hennepin County Mental Health Clinic, Minneapolis, Minnesota, Dr. Wiemers wrote on June 23, 1972:

> When I read Mrs. Sellen's proposal, I was quite taken by its possibilities and agreed to be a consultant to the project. I met with her and the two singing teachers four times during the year making suggestions about the psychological handling of the residents and encouraging them to write detailed specific observational notes relative to the participation of particular patients in the project which would show how the participation improved over the nine months of the project. Their observational ability and their ability to communicate changes improved markedly during this period.

At the end of the first year Dr. Wiemers withdrew from active participation in the project but made the necessary contacts with Dr. Sherman for the Statistical Analysis of this report.

Dr. Sherman, the biometrician previously mentioned, has completed an analysis of the data obtained and that information is presented later under Tests, Testing, and Analysis.

In the original proposal it was thought that educational and musical consultants might be used. In practice we found that we were able to move pretty much on our own.

Both teachers had fine musical training and were willing to seek advice from available personnel in the city.

There is a musical group in Sioux City composed of slow-learning grade school children who constitute a brass band. They and their director, Dale Caris, have attained some national reputation. Mr. Caris was able to give us two specific suggestions from his experience:

1. Concentrate on the melody line
2. Observe a strict tempo

These proved to be very useful ideas which came from experience with the slow learner.

A retired music professor from Morningside College whose field had been public school music observed the class and made the following points:

1. Work on tone quality and variance in volume
2. Sing some songs which involve an emotional experience such as a lullaby or "Home Sweet Home"

When she returned a half year later to observe, the professor was pleased and surprised to see how well these suggestions had been implemented. She then suggested separating rhythmn instruments into their entities as wood, metal and noise.

The project director and the teachers are also experienced teachers and were able to make use of those classroom skills with little additional direction.

The project director did visit the Louise Whitback Fraser School in Minneapolis, Minnesota, where music is the basic tool in the educational program. Some helpful suggestions on background reading and pointers on rhythm instruments were gained. But this marvelous school for mentally retarded children is so sophisticated in its approach that over forty-five minutes per week seemed nearly useless in comparison.

One great difference was apparent: the adults at the Woodbury County Home have had years of living to build habits and indifference whereas the children at the Fraser School learn without first having to _un_learn, and their experiences are happy, positive ones.

The teachers spent one day each at facilities which feed the County Home--the Cherokee Mental Health Institute and the Glenwood State Hospital; and they visited both sites where the residents might go--Halfway House and the Sheltered Workshop at Goodwill Industries. In this way the teachers had a better appreciation of the background and future of their students.

In March, 1973, a two day workshop for all those affected in our ABE program was held on "Teaching the Mentally Retarded Adult Student." An expert in this new field, Dr. Gary Clark of the University of Kansas and two of his graduate students conducted the workshop.

Techniques and methods of reaching the mentally retarded adult student were discussed as well as a review of mental retardation, its potential and problems. The music teachers as well as the regular classroom ABE teachers felt they benefited from this experience.

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Tools and Aides

A piano and an accomplished accompanist are essential to the success of such a program. The piano at the Woodbury County Home is old and must be tuned frequently but it has fine tone.

The piano-tuning students at Western Iowa Tech have been most helpful in keeping the piano in tune. We were fortunate to have this service at a minimum expense.

The class began by using the old hymn books already on hand. Once a month non-denominational services had been held at the Home for a number of years. Hymns were familiar to all the residents.

In the fall of 1972, at the beginning of the project, the Telephone Pioneers gave us fifty books with words to a number of "old time favorites." The Telephone Pioneers is an organization of longer service telephone people; preparation and distribution of this large type sing-a-long book is one of their service projects. Such books would likely be available on request from any of the seventy-seven chapters in the United States. Sixty titles include:

Bicycle Built For Two
Down By The Old Mill Stream
God Bless America
I've Been Working On The Railroad
School Days
Your Are My Sunshine

The teachers then compiled a second book which was produced in the spring of 1972. This had words to twenty-eight songs such as:

Alphabet Song
How Great Thou Art
Kum Ba Yah

Sioux City Sue

Who Threw The Overalls in Mrs. Murphy's Chowder?

Yellow Bird

Looking up numbers in the book, waiting until everyone had the right page, learning about an index were all valuable educational procedures.

The chalkboard was used intermittently to write notes and/or words to a song on it. It was wheeled into the dining area from the nearby ABE classroom. But the time needed to write the words each session seemed something of a waste.

An overhead projector was purchased and a permanent wall mounted screen was acquired. The teachers made considerable use of the overhead for a period of time. They used notes with overlays for each verse for example. On her third observation visit, however, Dr. Wiemers suggested the overhead be dispensed with. Her comment was that it got in the way of the effectiveness of the teacher-student relationship and was in fact inhibiting.

So a surprising result to all of us was to find that in this instance the overhead projector was not the helpful tool it is in nearly every other classroom situation.

A record player and some records were purchased. The records were either of well known musicals or of types of music such as march music.

Again it became clear that the record player would be more useful in the ABE classroom than in our music class. The students preferred visiting when they arrived and our pianist was so adept at her task that she could provide all types of styles of playing desired.

It is likely that a phonograph could be used to greater advantage in some situations. In ours it was infrequently played.

The cassette recorder became the most valuable of these audio-visual tools purchased. And the teachers feel it will become one of the most regularly used pieces of equipment besides the piano.

The cassette recorder has a versatility to it so that it can be used on the spot with a minimum of fussing. Taping individual voices and group effects is obvious. In addition it turned out to be a tool that did not present problems to the residents in its use. They liked it and felt comfortable with it.

The addition of rhythm instruments in the second year was one of the happy occurrences. The people at the Louise Whitback Fraser school had suggested that we not order the rhythm instruments but go to a supply center where we could handle them and try out the tone.

This proved to be a good idea for we had not had any success on an order of rhythm instruments the preceding spring. Purchasing direct, however, did necessitate a trip to our nearest large city, Omaha, Nebraska.

The instruments bought fall into three categories: (1) wood (2) metal (3) noise-makers. The noise-makers were obtained first and were the easiest to incorporate into the class being used solely as rhythm accents.

The more sophisticated wooden and metal instruments added a distinct sound which was pleasant to the listener.

One previously noted suggestion to separate the sounds of the three types of instruments in accompanying either the piano and/or singing was a notable achievement on the part of the students.

Rhythm instruments are a highly recommended purchase for such a music class. And we feel it is likely homemade instruments have neither the tone or durability to be adequate substitutes.

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HIGHLIGHTS

Performing for others became a distinct highlight for the music classes at the Woodbury County Home. It early became apparent that visits by the director, state supervisor or consultants were warmly welcomed by the residents in much the way that small children like to show their newly acquired reading skills to visitors.

The first planned program was given in April, 1972 for the Board of Supervisors. As much as anything we wanted to show how much we had achieved in a year and answer questions from the Board.

The program included songs by each class individually and then in combination. The ABE teachers were also present and were able to answer questions and make the correlation between the two types of classes more apparent.

An additonal guest that day was a psychiatrist from the Cherokee Mental Health Center. He had just been designated consultant to the Woodbury County Home. Dr. Brooks was quoted in the Sioux City Journal "the Woodbury County Home is one of the most progressive in the State" he said after reviewing the programs there with the Woodbury County Board of Supervisors. (Journal, April 19, 1972, p. A6)

A month later the classes presented some musical selections to the women from a church circle in a nearby community who had been coming regularly for several years to conduct a monthly devotions service. It was their first opportunity to give of their talents rather than receive.

In FY73 we began talking about an Open House for all the families and friends to see what has been accomplished. The Board of Supervisors approved an Open House for families only and this seemed an appropriate step.

The date set was March 22 and we called it "family visitation night." All the teachers, the Matron and the Director met several times to plan it.

Letters of invitation went out two weeks beforehand reading:

> Dear Family,
>
> We invite you to a family visitation night on March 22, 1973. The evening begins at 7:00 with a tour of our Home. Our teachers will be in the classroom to meet you. We will have a program of music by our music classes. You may leave by 8:30.

Each invitation was pasted inside a folder and the resident signed his own name.

On the cover of the folder and then pasted on the cover of the program were cut-outs of yellow jonquils the ABE classes had made. There were real yellow jonquils on the punch table. The night was made as special as possible.

The Home itself was spotless with fresh paint and new draperies in a number of places.

It is interesting to note this was the first occasion that all the families came together at the Home. Two men who had worked together for fifteen years discovered they both had a family member at the Home. Young and old were there and pleased to meet the ABE teachers and to hear the musical presentation.

The music classes sang the following numbers:

MUSIC CLASS I

Sioux City Sue
Ballin' the Jack
You Are My Sunshine
Deep In The Heart of Texas
Jingle Bells
Winter Wonderland
When Irish Eyes Are Smiling
Kum Ba Yah
I've Been Working On The R.R.
Instruments: Glow Worm

MUSIC CLASS II

We Are From I-o-way
Old Mill Stream
My Favorite Things
Up On The Housetop
Silver Bells
Raindrops
My Faith Looks Up To Thee
How Great Thou Art
Yellow Bird
Instruments: Country Gardens

CLASSES I & II

Let There Be Peace On Earth
God Bless America

As noted in the teacher's reports, it was a tremendously successful night.

Two weeks later an article appeared in the local newspaper which accurately describes the program at the County Home. It is reproduced in full.

11S2/1

Music Is Changing Atmosphere at the County Home

By JERRY LESLIE
Sunday Feature Writer

For two hours every Wednesday morning the basement cafeteria of the Woodbury County Home southeast of Morningside is a place of noisy gaiety and uplifted voices.

It may be surprising that a local institution for the mentally retarded and the emotionally disturbed — which the County Home has come to be — could be a place of joy. But at times it is.

One such time is the weekly "Singalong with Eugenia and Helen" when about 60 of the 97 residents at the County Home get together in groups of 30 and sing their hearts out.

They enjoy it so much that some often sit outdoors on the steps on Wednesday morning waiting for the teachers, Mrs. Eugenia Webb and Mrs. Helen Moss, to arrive.

The two teachers, hired by Western Iowa Tech and guided by Mrs. Jane Sellen, supervisor of adult and continuing education for WIT, are pioneering a sort of "music makes you well" or "music helps you learn" program.

Financed by Grant

The two-year program is financed by a $10,000 experimental adult education grant through the Department of Health, Education and Welfare. The grant expires July 1. Mrs. Sellen will summarize the findings of the experiment at its conclusion. It could yield insight and set patterns for other similar institutions around the country.

The magic of making music on the attitude of the residents is evident even to the unprofessional eye and ear, just by joining in a singalong group at the County Home. Mrs. Webb directs while Mrs. Moss accompanies on the piano.

This group of emotionally ill and retarded, average age 47, turns into a hearty chorus and rhythm band, most persons joining in enthusiastically and making happy music.

They clap their hands while they sing Sioux City Sue. A young man pulls a mouth organ out of his pocket and adds a new sound. Another man produces a comb and wax paper, an improvised musical instrument.

The song, Ball and a Jack, has movements that go with the words, putting the residents through something like calisthenics or dancing. The singers enjoy it and the movements tie in with a physical education class.

The most enthusiasm comes when it's time to hand out the rhythm band equipment. Some prefer the drumsticks and beat out the rhythm on the seat of a metal folding chair.

Excellent Response

One person who sat oblivious to most of the activity jumped to attention at the rhythm instruments and raised his hand for the sleigh bells.

The ensuing music might never grace Carnegie Hall, but it was good enough that a man passing by in the corridor got caught up in the rhythm, pulled his red handkerchief out of his pocket, and waved it in time with the music. He was called in and joined the group.

The songs and hymns went by, Tennessee Waltz, Glow Worm, Good Night Irene, When Irish Eyes Are Smiling, Stand Up Stand Up for Jesus, How Great Thou Art, Cum-By-Ya, Daisy, Daisy, and My Wild Irish Rose.

One hostile man sat through most songs without singing, but when God Bless America came along, even he stood up and sang loud and clear.

The song period, buoyed up by Mrs. Webb's spirit and Mrs. Moss' fingers on the upright piano, ended too soon for the residents. But it will resume next Wednesday.

"Two years ago we got the idea of organizing vocal music classes to see if it would be an educational tool, explained Mrs. Sellen.

"We were trying to see if we could augment their reading, writing and arithmetic" and other adult education courses taught at the County Home.

Great Progress

"For example, we found that singing the song Ten Little Indians would help residents (those who couldn't already count to 10), but we also found a tremendous change in social outlook.

"When we started, we found we couldn't give the group directions. Now we can give complicated group instructions.

"When we started there were religious services, so they knew some oldtime hymns. Now they know at least 125 songs." The music staff put together song books with lettering as big as that on television scripts.

Mrs. Sellen spoke of the social experience involved in the music. Residents shake hands and speak to the teachers when they come and leave the room. They also sing for visitors and for families, another social experience.

The singing experience is particularly valuable for persons who are socially withdrawn and have trouble speaking or communicating with others, according to Travis Campbell, director of Woodbury County Mental Health Services.

One person who wouldn't or couldn't speak, eventually joined in the singing and then began speaking to people, the singing teacher reported.

For persons who haven't been approachable on a verbal level, music made them more able to communicate with in a meaningful way.

Mr. Campbell says the music class is just a stepping stone for other experiences the residents are to have. And for some, possibly, it will be a stepping stone to a custodial home, a sheltered workshop, a halfway house, or perhaps eventual return to society.

SIOUX CITY JOURNAL April 1, 1973

The taking of pictures is not allowed at the County Home so that the news article was not illustrated. The Matron and Board of Supervisors strongly feel that such pictures might be misunderstood by the public.

The pictures used in this booklet were taken with the understanding they would be used for the federal report only. The writer has honored that promise.

It was thought at the time that the Open House would be the high point of the music class experiences. Instead that climax came when the classes were asked to provide the music for the GED (General Educational Development) Graduation Exercises May 4.

Through the grant, two city buses were rented to transport the sixty people, teachers and staff fifteen miles to the site of the ceremonies. The group together sang:

Raindrops Keep Falling On My Head
How Great Thou Art
God Bless America

Adults receiving their high school equivalency certificates were obviously impressed with these less able adults and their success. The applause was enthusiastic and prolonged. Their first public appearance was a tremendous success for the music classes and they began talking about "next time."

A cassette tape recording was made of the singing and is available upon request from anyone interested if a blank cassette is sent with the request. The music classes, teachers and Matron have been delighted to hear them.

There is no question that two years ago we would not have thought such a public appearance was possible.

TESTS, TESTING AND ANALYSIS

As a quantitative measure of improvement in the project two standardized tests were chosen. Frankly, no tests were found that were really well suited to the project but we were not prepared to develop tests as part of the project.

After some consultation the Wide Range Achievement Test (WRAT) was chosen to give for the educational attainment since there is an adult form.

The ABE teachers met with the Sioux City Schools Psychologist who briefed them on testing techniques and the Psychologist, Elmer Buhler, graded those tests. The tests were retaken near the end of the project and again Mr. Buhler reviewed procedures and graded them.

Dr. Weimers recommended the Hospital Adjustment Scale as lending itself as well as anything. In this case the already overburdened staff at the County Home were asked to mark the Scale and it was some time in being finished.

On the second testing the writer decided to ask the Matron, Mfs. Newman, to do it herself and compensate her from the project funding.

This worked very well although the Matron, in some cases, would not be as able to mark the scale as the attendant. Since Mrs. Newman had finally had to mark most of the scales the preceding year at least the same individual was making the judgements.

The results of both of these tests both years were sent to Dr. Robert Sherman for his analysis and conclusions.

11S2/3

STATISTICAL REPORT

PROJECT: Music as an Educational Tool for the Mentally Handicapped ABE Student

REPORT: TEST RESULTS FOR THE HOSPITAL ADJUSTMENT SCALE AND THE WIDE RANGE ACHIEVEMENT TEST, AND THEIR RELATIONSHIP TO PARTICIPATION IN THE MUSIC ACTIVITY PROGRAM

Compiled by Robert E. Sherman, Ph.D., Biometrician

I. INTRODUCTION

The Hospital Adjustment Scale (HAS) and the Wide Range Achievement Test (WRAT) were administered to Woodbury County Home residents to contribute to the general documentation and evaluation of the Music Activity Project. Both of these tests are widely accepted instruments, and measure characteristics expected to be influenced by participation in the Music Activity Program.

Statistics on each test will be presented for each of four subject groups:

(1) subjects participation in neither Basic Education (BE) nor Music Activity (MA),

(2) those participating only in BE,

(3) those participating only in MA, and

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(4) those participating in both BE and MA.

The HAS was administered on two occasions; in May of 1972, and in June of 1973. On the first occasion it was administered to (presumeably all) 89 Woodbury County Home residents, and on the second occasion to a sample of 37 residents. Care was taken to balance the second sample across treatment groups, but subjects were not randomly selected (selection was in alphabetic sequence).

The WRAT as also administered on two occasions; March of 1972 and May of 1973. On the first occasion it was administered to 47 residents, and on the second occasion to 41 residents. No treatment group balance or random selection of subjects was attempted on either the first or second administration of the WRAT.

II. QUESTIONS OF ANALYSIS

As indicated above, the test results were not gathered according to a sophisticated experimental design or analysis plan, so we must be careful of our implicit assumptions concerning the data as they relate to analysis. In particular, we must recall that subjects were not randomly assigned to treatment groups, so observed differences in outcomes may be due to the subject selection procedure (essentially, subjects selected themselves), and not to the treatment. We can, nevertheless, address at least the following three question with the reservation that the

bs3/2

conclusions will not always be guaranteed by statistical theory:

Question 1: What do the tests say in the way of a general description of the population being studied?

Question 2: For which study groups and for which tests do there appear to be significant changes from 1972 to 1973?

Question 3: Do the study groups appear to differ in their amount of change from 1972 to 1973?

In the following section we will suggest the statistics that best apply to each of these questions.

III. THE CHOICE OF STATISTICS

For each test and each group we have three sample sizes: those tested in 1972, those tested in 1973, and those tested in both years. Those tested in both years provide our best information on score changes across time. Each test scale will be presented separately, and statistics are computed for each study group and for each year, as well as the difference between the two years. The statistics presented are:

n, the number of subjects for whom we have scores in that group,

$\bar{x}$, the average score of subjects in that group,

SD(x), the estimated standard deviation of scores in that group,

SE($\bar{x}$), the estimated standard error of the average score of that group,

and similarly defined statistics for the difference of scores, d. (It should be noted that $\bar{d}$ is an average of differences of scores of individual subjects, and not a difference of averages.) These statistics permit summarizing the most pertinent features of the data. With respect to the questions of section II, we will use them as follows:

for Question 1: For each subject the best representation of the population under study is the "1972 Data", for "All Study Groups". These results are not completely free of the effects of the MA program, but they should be least affected by it. The available sample size is also uniformly larger in 1972. (To combine 1972 and 1973 data would not materially improve statistical accuracy)

for Question 2: For the question of change from year to year, we must examine the ratio of $\bar{d}$ to SE ($\bar{d}$). In general, if this ratio exceeds 2.0, we can regard the average difference as being due to more than simple random variation, though it cannot yet be presumed to be a treatment effect. The HAS, in particular, can reflect a difference due to observer bias.

bs3/4

for Question 3: To determine whether groups differ in their changes from year to year, an Analysis of Variance (ANOVA) should be conducted on the differences of scores, and "F" ratio computed and compared against the tabled 5% point of the appropriate "F" distribution. The F statistic can be derived from the given statistics by the following formula:

$$F_{V_1, V_2} = \frac{V_2 \sum_{i=1}^{4} n_i (\bar{d}_i - \bar{d})^2}{V_1 \sum_{i=1}^{4} (n_i - 1)(SD_i(d))^2}$$

where i is the group index (going from 1 to 4),

V_1 = 3, the number of groups minus one, and

V_2 is the total number of differences observed minus four.

If this F value is larger than the tabled 5% F level, then we may regard the groups as differing more in their amounts of change than we can attribute to simple random variation. Of course, where such differences are indicated, we must still consider the possibility that they are due to a biased rater, or to the method of subject selection.

IV. THE RESULTS FOR THE HOSPITAL ADJUSTMENT SCALE (HAS)

The HAS, though designed for use in a psychiatric hospital, seems reasonably suited to describing the group living adjustment of mentally handicapped adults. The scale consists of 90 behavioral statements which are scored by a staff member for each subject. The HAS has three subscales which are identified as:

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Score I, a rating on items concerned with communications and relations with others,

Score II, a rating on items relating to care of self and social responsibility, and

Score III, a rating on items relating to work activities and recreation,

and a "total" score, meant to represent the overall adjustment of the patient in the hospital. All these scores have been converted from raw scores to percentile values (based upon the original HAS study population), and statistical computations based upon these. Statistics and comments on each subscale and the total score follow.

bs3/6

PROJECT: Music As An Educational Tool for the Mentally Handicapped ABE Student

TEST RESULTS FOR: HOSPITAL ADJUSTMENT SCALE: SCORE I, COMMUNICATION AND RELATIONS WITH OTHERS

STUDY GROUP	1972 DATA	1973 DATA	DIFFERENCE
NEITHER BASIC EDUCATION NOR MUSIC ACTIV.	(n = 24) $\bar{x}$ = 67.46 SD(x) = 25.46 SE($\bar{x}$) = 5.20	(n = 10) $\bar{x}$ = 60.90 SD(x) = 32.06 SE($\bar{x}$) = 10.14	(n = 10) $\bar{d}$ = -2.20 SD(d) = 17.30 SE($\bar{d}$) = 5.47
BASIC EDUCATION ONLY	(n = 8) $\bar{x}$ = 74.25 SD(x) = 21.25 SE($\bar{x}$) = 7.51	(n = 7) $\bar{x}$ = 84.57 SD(x) = 7.16 SE($\bar{x}$) = 2.71	(n = 7) $\bar{d}$ = 9.71 SD(d) = 26.12 SE($\bar{d}$) = 9.87
MUSIC ACTIVITIES ONLY	(n = 23) $\bar{x}$ = 59.91 SD(x) = 19.37 SE($\bar{x}$) = 4.04	(n = 10) $\bar{x}$ = 71.80 SD(x) = 18.15 SE($\bar{x}$) = 5.74	(n = 9) $\bar{d}$ = 16.89 SD(d) = 19.02 SE($\bar{d}$) = 6.34
BASIC EDUCATION AND MUSIC ACTIVITIES	(n = 34) $\bar{x}$ = 66.91 SD(x) = 17.36 SE($\bar{x}$) = 2.98	(n = 10) $\bar{x}$ = 69.70 SD(x) = 8.99 SE($\bar{x}$) = 2.84	(n = 9) $\bar{d}$ = 10.78 SD(d) = 11.02 SE($\bar{d}$) = 3.67
ALL STUDY GROUPS	(n = 89) $\bar{x}$ = 65.91 SD(x) = 20.71 SE($\bar{x}$) = 2.20	(n = 37) $\bar{x}$ = 70.70 SD(x) = 20.80 SE($\bar{x}$) = 3.42	(n = 35) $\bar{d}$ = 8.43 SD(d) = 19.17 SE($\bar{d}$) = 3.24

COMMENTS ON THE HAS SCORE I, COMMUNICATIONS AND RELATIONS WITH OTHERS

On this score the 1972 average percentile for all study groups was 65.91 and the standard deviation 20.71. It might be said that our study subjects were considered to range from fairly poor to very good with respect to their communications and relations with others.

On the whole, there did appear to be increased scores on this dimension from 1972 to 1973, with those subjects participating in Music Activities increasing the most.

However, the F statistic for testing for differences in the amount of change among groups is $f_{3,31} = 1.78$, not large enough to demonstrate any difference among the study groups. We should not, therefore, suggest that the treatments were related to differential improvements in this score.

bs3/7

PROJECT: Music As An Educational Tool for the Mentally Handicapped ABE Student

TEST RESULTS FOR: HOSPITAL ADJUSTMENT SCALE: SCORE II,
CARE OF SELF AND SOCIAL RESPONSIBILITY

STUDY GROUP	1972 DATA	1973 DATA	DIFFERENCE
NEITHER BASIC EDUCATION NOR MUSIC ACTIV.	(n = 24) $\bar{x}$ = 63.33 SD(x) = 16.97 SE($\bar{x}$) = 3.46	(n = 10) $\bar{x}$ = 44.90 SD(x) = 23.11 SE($\bar{x}$) = 7.31	(n = 10) $\bar{d}$ = -14.80 SD(d) = 14.87 SE($\bar{d}$) = 4.70
BASIC EDUCATION ONLY	(n = 8) $\bar{x}$ = 58.50 SD(x) = 19.35 SE($\bar{x}$) = 6.84	(n = 7) $\bar{x}$ = 40.43 SD(x) = 12.90 SE($\bar{x}$) = 4.87	(n = 7) $\bar{d}$ = -12.29 SD(d) = 16.52 SE($\bar{d}$) = 6.24
MUSIC ACTIVITIES ONLY	(n = 23) $\bar{x}$ = 55.52 SD(x) = 13.20 SE($\bar{x}$) = 2.75	(n = 10) $\bar{x}$ = 54.40 SD(x) = 21.47 SE($\bar{x}$) = 6.79	(n = 9) $\bar{d}$ = .56 SD(d) = 19.14 SE($\bar{d}$) = 6.38
BASIC EDUCATION AND MUSIC ACTIVITIES	(n = 34) $\bar{x}$ = 55.35 SD(x) = 15.24 SE($\bar{x}$) = 2.61	(n = 10) $\bar{x}$ = 41.30 SD(x) = 4.95 SE($\bar{x}$) = 1.56	(n = 9) $\bar{d}$ = -10.11 SD(d) = 5.23 SE($\bar{d}$) = 1.74
ALL STUDY GROUPS	(n = 89) $\bar{x}$ = 57.83 SD(x) = 15.74 SE($\bar{x}$) = 1.67	(n = 37) $\bar{x}$ = 45.65 SD(x) = 17.74 SE($\bar{x}$) = 2.92	(n = 35) $\bar{d}$ = -9.14 SD(d) = 15.36 SE($\bar{d}$) = 2.60

COMMENTS ON THE HAS SCORE II, CARE OF SELF AND SOCIAL RESPONSIBILITY

On this score the 1972 average percentile rating on all study groups was 57.83, and the standard deviation 15.74. It might be said that our study subjects were considered to range initially from quite poor to fair on their care of self and social responsibility.

A striking overall decline from 1972 to 1973 is observed on this dimension. A large decline is found in all groups except the "Music Activities Only" group.

However, the F statistic for testing for differences in the amount of change among groups is $F_{3,31} = 1.90$, not large enough to demonstrate any differences among the treatments. We should not, therefore, suggest that the treatments were related to differential declines in this score.

bs3/8

PROJECT: Music As An Educational Tool for the Mentally Handicapped ABE Student

TEST RESULTS FOR: HOSPITAL ADJUSTMENT SCALE: SCORE III, WORK, ACTIVITIES, AND RECREATION

STUDY GROUP	1972 DATA	1973 DATA	DIFFERENCE
NEITHER BASIC EDUCATION NOR MUSIC ACTIV.	(n = 24) $\bar{x}$ = 68.63 SD(x) = 26.93 SE($\bar{x}$) = 5.50	(n = 10) $\bar{x}$ = 54.00 SD(x) = 27.24 SE($\bar{x}$) = 8.61	(n = 10) $\bar{d}$ = -15.40 SD(d) = 29.19 SE($\bar{d}$) = 9.23
BASIC EDUCATION ONLY	(n = 8) $\bar{x}$ = 65.25 SD(x) = 25.79 SE($\bar{x}$) = 9.12	(n = 7) $\bar{x}$ = 61.57 SD(x) = 18.35 SE($\bar{x}$) = 6.93	(n = 7) $\bar{d}$ = -2.29 SD(d) = 24.47 SE($\bar{d}$) = 9.25
MUSIC ACTIVITIES ONLY	(n = 23) $\bar{x}$ = 53.39 SD(x) = 25.70 SE($\bar{x}$) = 5.36	(n = 10) $\bar{x}$ = 59.70 SD(x) = 16.15 SE($\bar{x}$) = 5.11	(n = 9) $\bar{d}$ = 20.89 SD(d) = 23.20 SE($\bar{d}$) = 7.73
BASIC EDUCATION AND MUSIC ACTIVITIES	(n = 34) $\bar{x}$ = 63.00 SD(x) = 19.81 SE($\bar{x}$) = 3.40	(n = 10) $\bar{x}$ = 58.50 SD(x) = 26.57 SE($\bar{x}$) = 8.40	(n = 9) $\bar{d}$ = -4.56 SD(d) = 24.40 SE($\bar{d}$) = 8.13
ALL STUDY GROUPS	(n = 89) $\bar{x}$ = 62.24 SD(x) = 24.24 SE($\bar{x}$) = 2.57	(n = 37) $\bar{x}$ = 58.19 SD(x) = 22.16 SE($\bar{x}$) = 3.64	(n = 35) $\bar{d}$ = -.66 SD(d) = 28.10 SE($\bar{d}$) = 4.75

COMMENTS ON THE HAS SCORE III, WORK ACTIVITIES AND RECREATION

On this score the 1972 average percentile rating on all study groups was 62.24, and the standard deviation 24.24. It might be said that our study subjects were considered to range initially from very poor to very good with respect to their work activities and recreation adjustment.

Only the "Music Activities Only" group showed significantly improved scores from 1972 to 1973. All other groups declined, but not significantly.

The F statistic for testing for differences in the amount of change among groups is $F_{3,31} = 3.31$, indicating that such differences were not due to random variation alone. We can tentatively consider the "Music Activities Only" group to have significantly outperformed the others on this dimension.

bs3/9

PROJECT: Music As An Educational Tool for the Mentally Handicapped ABE Student

TEST RESULTS FOR: HOSPITAL ADJUSTMENT SCALE: TOTAL SCORE,

COMBINED OVERALL ADJUSTMENT RATING

STUDY GROUP	1972 DATA	1973 DATA	DIFFERENCE
NEITHER BASIC EDUCATION NOR MUSIC ACTIV.	(n = 24) $\bar{x}$ = 68.38 SD(x) = 22.23 SE($\bar{x}$) = 4.54	(n = 10) $\bar{x}$ = 53.70 SD(x) = 27.60 SE($\bar{x}$) = 8.73	(n = 10) $\bar{d}$ = -10.80 SD(d) = 15.77 SE($\bar{d}$) = 4.99
BASIC EDUCATION ONLY	(n = 8) $\bar{x}$ = 67.88 SD(x) = 18.67 SE($\bar{x}$) = 6.60	(n = 7) $\bar{x}$ = 65.14 SD(x) = 8.65 SE($\bar{x}$) = 3.27	(n = 7) $\bar{d}$ = -1.43 SD(d) = 20.01 SE($\bar{d}$) = 7.56
MUSIC ACTIVITIES ONLY	(n = 23) $\bar{x}$ = 57.52 SD(x) = 14.54 SE($\bar{x}$) = 3.03	(n = 10) $\bar{x}$ = 64.70 SD(x) = 16.24 SE($\bar{x}$) = 5.14	(n = 9) $\bar{d}$ = 12.67 SD(d) = 14.37 SE($\bar{d}$) = 4.79
BASIC EDUCATION AND MUSIC ACTIVITIES	(n = 34) $\bar{x}$ = 63.15 SD(x) = 16.66 SE($\bar{x}$) = 2.86	(n = 10) $\bar{x}$ = 58.90 SD(x) = 11.24 SE($\bar{x}$) = 3.55	(n = 9) $\bar{d}$ = 3.11 SD(d) = 11.98 SE($\bar{d}$) = 3.99
ALL STUDY GROUPS	(n = 89) $\bar{x}$ = 63.53 SD(x) = 18.21 SE($\bar{x}$) = 1.93	(n = 37) $\bar{x}$ = 60.24 SD(x) = 17.97 SE($\bar{x}$) = 2.95	(n = 35) $\bar{d}$ = .69 SD(d) = 17.27 SE($\bar{d}$) = 2.92

COMMENTS ON THE HAS TOTAL SCORE, OVERALL HOSPITAL ADJUSTMENT

On this score the average 1972 percentile rating on all study groups was 63.53, and the standard deviation 18.21. It might be said that our study subjects were considered to range from poor to good in overall adjustment, preponderately moderate.

There appears to be a significant decline on this dimension for those in "Neither Basic Education Nor Music Activities", and a significant increase for the "Music Activities Only" group. Across all subjects, there was no significant change from 1972 to 1973.

The F statistic for testing for differences in the amount of change among groups is $F_{3,31} = 3.74$, indicating that such differences were not due to random variation alone. We can tentatively consider that the above two groups differ significantly on this dimension.

bs3/10

V. THE RESULTS FOR THE WIDE RANGE ACHIEVEMENT TEST (WRAT)

The WRAT is composed of three subtests, Reading, Spelling, and Arithmetic. For our analysis the scores were converted to "grade rating" equivalents. "Kindergarten" and "Nursery" level scores were converted to negative grade levels for computational purposes, e.g., a score of Pre Kg would be converted to -.4. The very small sample sizes in the "Neither BE Nor MA" and the "MA Only" groups prevent any useful comparisons with respect to these treatments.

bs3/11

TEST RESULTS FOR: WIDE RANGE ACHIEVEMENT TEST, READING

STUDY GROUP	1972 DATA	1973 DATA	DIFFERENCE
NEITHER BASIC EDUCATION NOR MUSIC ACTIV.	(n = 4) $\bar{x}$ = 4.70 SD(x) = 5.14 SE($\bar{x}$) = 2.57	(n = 1) $\bar{x}$ = 6.80 SD(x) = - SE($\bar{x}$) = -	(n = 1) $\bar{d}$ = -5.60 SD(d) = - SE($\bar{d}$) = -
BASIC EDUCATION ONLY	(n = 7) $\bar{x}$ = 4.54 SD(x) = 4.28 SE($\bar{x}$) = 1.62	(n = 6) $\bar{x}$ = 4.15 SD(x) = 3.82 SE($\bar{x}$) = 1.56	(n = 6) $\bar{d}$ = .88 SD(d) = 1.12 SE($\bar{d}$) = .46
MUSIC ACTIVITIES ONLY	(n = 2) $\bar{x}$ = .25 SD(x) = .07 SE($\bar{x}$) = .05	(n = 1) $\bar{x}$ = .30 SD(x) = - SE($\bar{x}$) = -	(n = 1) $\bar{d}$ = .10 SD(d) = - SE($\bar{d}$) = -
BASIC EDUCATION AND MUSIC ACTIVITIES	(n = 34) $\bar{x}$ = 3.25 SD(x) = 4.24 SE($\bar{x}$) = .73	(n = 33) $\bar{x}$ = 3.18 SD(x) = 4.44 SE($\bar{x}$) = .77	(n = 33) $\bar{d}$ = -.09 SD(d) = 1.61 SE($\bar{d}$) = .28
ALL STUDY GROUPS	(n = 47) $\bar{x}$ = 3.44 SD(x) = 4.22 SE($\bar{x}$) = .62	(n = 41) $\bar{x}$ = 3.34 SD(x) = 4.27 SE($\bar{x}$) = .67	(n = 41) $\bar{d}$ = -.08 SD(d) = 1.77 SE($\bar{d}$) = .28

COMMENTS ON THE WRAT, READING SUBTEST

The average 1972 grade level performance of subjects on the reading subtest was 3.44, but there was a very large standard deviation of 4.22. This reflects the fact that subject performance was reported to range from kindergarten to college level.

Performance levels did not appear to change much from 1972 to 1973.

Though a significant F statistic is obtained if all the data is used, it is essentially due to one subject whose test score dropped 5.6 grade levels (!) from one year to the next. Omitting this one observation, no differences among treatment groups are evident.

bs3/12

PROJECT: Music As An Educational Tool for the Mentally Handicapped ABE Student

TEST RESULTS FOR: WIDE RANGE ACHIEVMENT TEST, SPELLING

STUDY GROUP	1972 DATA	1973 DATA	DIFFERENCE
NEITHER BASIC EDUCATION NOR MUSIC ACTIV.	(n = 4) $\bar{x}$ = 3.38 SD(x) = 1.83 SE($\bar{x}$) = .91	(n = 1) $\bar{x}$ = 5.80 SD(x) = - SE($\bar{x}$) = -	(n = 1) $\bar{d}$ = -.30 SD(d) = - SE($\bar{d}$) = -
BASIC EDUCATION ONLY	(n = 7) $\bar{x}$ = 3.67 SD(x) = 1.85 SE($\bar{x}$) = .70	(n = 6) $\bar{x}$ = 3.30 SD(x) = 1.98 SE($\bar{x}$) = .81	(n = 6) $\bar{d}$ = -.02 SD(d) = .61 SE($\bar{d}$) = .25
MUSIC ACTIVITIES ONLY	(n = 2) $\bar{x}$ = 1.10 SD(x) = .71 SE($\bar{x}$) = .50	(n = 1) $\bar{x}$ = .20 SD(x) = - SE($\bar{x}$) = -	(n = 1) $\bar{d}$ = -.40 SD(d) = - SE($\bar{d}$) = -
BASIC EDUCATION AND MUSIC ACTIVITIES	(n = 34) $\bar{x}$ = 2.67 SD(x) = 2.29 SE($\bar{x}$) = .39	(n = 33) $\bar{x}$ = 2.71 SD(x) = 2.29 SE($\bar{x}$) = .40	(n = 33) $\bar{d}$ = -.09 SD(d) = 1.61 SE($\bar{d}$) = .28
ALL STUDY GROUPS	(n = 47) $\bar{x}$ = 2.81 SD(x) = 2.17 SE($\bar{x}$) = .32	(n = 41) $\bar{x}$ = 2.81 SD(x) = 2.27 SE($\bar{x}$) = .35	(n = 41) $\bar{d}$ = -.01 SD(d) = .83 SE($\bar{d}$) = .13

COMMENTS ON THE WRAT, SPELLING SUBTEST

The average 1972 grade level performance on the spelling subtest was 2.81, and the standard deviation of the scores was 2.17. Individual scores ranged from first grade to ninth grade level.

There appeared to be no significant changes from year to year.

The F statistic for testing for differences among amounts of change was $F_{3,37} = .07$, much too small to suggest a treatment difference.

bs3/13

PROJECT: Music As An Educational Tool for the Mentally Handicapped ABE Student

TEST RESULTS FOR: WIDE RANGE ACHIEVEMENT TEST, ARITHMETIC

STUDY GROUP	1972 DATA	1973 DATA	DIFFERENCE
NEITHER BASIC EDUCATION NOR MUSIC ACTIV.	(n = 4) $\bar{x}$ = 4.10 SD(x) = 2.34 SE($\bar{x}$) = 1.17	(n = 1) $\bar{x}$ = 6.10 SD(x) = - SE($\bar{x}$) = -	(n = 1) $\bar{d}$ = -.60 SD(d) = - SE($\bar{d}$) = -
BASIC EDUCATION ONLY	(n = 7) $\bar{x}$ = 3.63 SD(x) = 2.56 SE($\bar{x}$) = .97	(n = 6) $\bar{x}$ = 2.57 SD(x) = 1.91 SE($\bar{x}$) = .78	(n = 6) $\bar{d}$ = -.43 SD(d) = .91 SE($\bar{d}$) = .37
MUSIC ACTIVITIES ONLY	(n = 2) $\bar{x}$ = .30 SD(x) = .57 SE($\bar{x}$) = .40	(n = 1) $\bar{x}$ = 1.00 SD(x) = - SE($\bar{x}$) = -	(n = 1) $\bar{d}$ = .30 SD(d) = - SE($\bar{d}$) = -
BASIC EDUCATION AND MUSIC ACTIVITIES	(n = 34) $\bar{x}$ = 1.77 SD(x) = 2.24 SE($\bar{x}$) = .38	(n = 32) $\bar{x}$ = 1.42 SD(x) = 2.18 SE($\bar{x}$) = .39	(n = 32) $\bar{d}$ = -.25 SD(d) = .67 SE($\bar{d}$) = .12
ALL STUDY GROUPS	(n = 47) $\bar{x}$ = 2.18 SD(x) = 2.40 SE($\bar{x}$) = .35	(n = 40) $\bar{x}$ = 1.70 SD(x) = 2.22 SE($\bar{x}$) = .35	(n = 40) $\bar{d}$ = -.27 SD(d) = .69 SE($\bar{d}$) = .11

COMMENTS ON THE WRAT, ARITHMETIC SUBTEST

The average 1972 grade level performance of study subject on the arithmetic subtest was 2.18, and the standard deviation was 2.40. Individual scores ranged from nursery to seventh grade level.

There appeared to be a significant across the board decline of a fraction of a grade level on this dimension from 1972 to 1973. This is difficult to explain. I would consider the possibility of a bias in test administration.

The F statistic for testing differences in changes among groups was $F_{3,36} = .40$, much too small to suggest any differences beyond random variation.

bs3/14

Robert E. Sherman, Ph.D.

SUMMARY

One of the early changes we tried to effect was to stretch the class sessions to one hour each. This proved to be too long. Our findings indicate that forty-five minutes is a good length of time for a music class in this setting.

The addition of rhythm instruments and songs with physical activities varies the period of group singing and is highly recommended. Furthermore, many of these people do not get enough physical exercise so that activity songs are useful in that way.

Whether to separate the emotionally disturbed from the mentally retarded in the music classes was one of the early decisions to be made. We chose to keep them together. There are real advantages in that the mentally retarded provide stability and the emotionally disturbed have great mental skills but together they strike a happy balance.

Being able to follow directions has become a distinct by-product of the music classes. In the early months any kind of verbal direction often resulted in confusion. Eventually complicated seating changes could be given which were followed through readily. The logistics for the Open House and for the Graduation Exercises could have been disastrous, instead they went quite smoothly. Understanding and following the musical directions of the teachers has been quite evident in the teacher's progress reports.

Much progress has been made in social skills. Group singing is itself a socializing event. Ability to control behavior by the group has been noted by the teachers. There is comfort in being one of many. Improvement in social skills are apparent from the appended teacher's report.

Attached are the summaries by both of the music teachers, the ABE teachers and the Director of Woodbury County Mental Health Services.

June 22, 1973
Eugenia Webb

There was less formal musical training than I had anticipated; we did not learn notation, but used rote-learning exclusively. The reading we did was of words in printed songbooks, and many of the pupils didn't read well enough to benefit from having the words to look at. However, when a song was not familiar, the singing was better when the ones who could read used words, for the rest who couldn't read could still hear the words and be reminded of the text. At the end of the two years, almost everyone would try to learn the unfamiliar words and/or tune and when the class as a whole had mastered it those still unsure would try to follow along. This was a great improvement over the percentage of pupils in the beginning who would not even try to learn a new song.

A growing feeling of "class-consciousness" was observed. While individualistic traits remained in evidence (needing personal contact with and reassurance from the director and/or accompanist; singing out of rhythm or very loudly; needing to sit in a particular place or by a particular person; wanting to play one instrument or sing only a particular song) they were often kept in check by most of the pupils so that rhythm and tone quality and performance and participation were steadily improved.

The use of the rhythm instruments the last six months proved very beneficial. Most of the pupils (playing several different kinds) were willing to try. There were a few who wanted only a particular one and wouldn't play if it was not available. They did not seem to harbor any resentment, though, and were willing to rejoin class singing or clap-' ping as the instruments were passed in. By June I was able to use the instruments as distinct groups and those pupils with metal instruments, wood instruments, or maracas were able to play as groups when told, or to hold off while another group played. They became very good at listening to the piano to tell when to cut off the instruments at the end of the song. (A few pupils couldn't stop with the rest--but only made one or two extra sounds before quitting).

The two classes each have a distinct character. The pupils in the first class are slower to learn words to new songs yet there is better tone quality than that of the second class. They seem more willing and able to perform "ensemble" (together, as a group) with less individuality showing through, except for Al who wants to dance in front of the class each week. They seem to have more enjoyment of the motions we do in some songs, especially the dancing to "Ballin' the Jack."

The pupils in the second class are very quick to learn the words and music of new songs, often able to learn twice as many in a class session as the first class. The words are more easily understood and the class remembers them more accurately. But they tend to retain their individuality; their tone quality is not as good. They are more self-conscious in the action songs; though many do enjoy doing them, a few refuse outright to participate.

When we first began the classes, we used some old hymnbooks to sing from. The pupils were familiar with these and enjoyed choosing hymns by number rather than title--in fact, they sometimes could not remember the title! Songs other than hymns were introduced on transparencies from a projector. The involved process of copying music for this, plus the awkwardness of setting up each week led me to decide we would accomplish more singing without them. This is primarily why we resorted to rote-learning and why notation skills were not developed.

We were given a set of songbooks (words only) from the Telephone Pioneers Organization. The songs were of the old "sing-along" type and were familiar to most of the pupils. We had trouble finding some of the music to go with the words, and the music to many other songs whose words were not included was available to us, so we developed another word book of our own and used it a great deal, too. Eventually we even learned some songs whose words the pupils did not have at all. The total learning process on a song did not seem to vary with whether or not music was present with the words, but it did take longer and seemed more difficult when the pupils had no words in front of them.

Though I have touched on it in other paragraphs, I would like to comment further on the behavior exhibited in class by the pupils. It took some weeks for me to develop a really friendly feeling towards the classes as a whole. But as we grew to know each other and became familiar with each other, we were able to relax and adopt an openness in communication. I had to keep myself from demanding too rigid standards for performances. It took conscious effort to let small distractions pass. But the musical performance was enhanced and the pupils' enjoyment was obvious when we were able to overlook normal classroom requirements for behavior. Occasionally, I had to be a disciplinarian, and ask a person to quit talking, give someone else a chance, pay attention, etc. But for the most part the others in the class served this purpose. This latter condition was a gradually developing thing which I enjoyed observing. One interesting aspect of their performance was that although it varied from week to week, they always sang and behaved better when there were observers in the classroom! Their performance at graduation exercises for HEP pupils of W.I.T. in May 1973 was a highlight for them all, following by several weeks a special performance for their families, at an Open House at the County Home in March. The work involved in preparing these two programs was stimulating. Almost all pupils expressed a desire to repeat both performances! They listened with rapt attention to the recording of their graduation program numbers and applauded themselves enthusiastically!

11S2/7

Fall 1971 - Spring 1973
Helen Moss

When we began in September, 1971, we were pleased with attendance; there were no drop-outs from classes which had begun last spring.

Dr. Weimers' suggestion that we shake hands coming in and going out became an excellent way for us to make personal contact and make observations. We could note changes of mood as the students came in and out of class and mark noticeable differences as they left. We could detect changes in physical appearances that made us aware that illness was coming. We also could see improvements in behavior patterns.

In the music class itself, I have observed their increasing response to direction, beginning and ending on time - better and fuller class participation in the singing and the use of rhythm instruments. They show better response to changes of rhythm - changes in key signatures and changes of tempo. They follow and accept well.

Eugenia has excellent rapport with our students. When the men are disgruntled over events brought down from the dorm, they can get rather vocal and noisy. She observes, and only when they might get out of hand, does she comment. They listen to her quiet change of voice, get the message and settle down. By the end of class period whatever happened does not reflect in their attitudes when saying good-bye.

The first group--meeting at 9:00 a.m.-- has shown great improvement. The tone quality, attention span, accepting directions and participation are so much better it is hard to believe this is the same group. Individual members have shown much improvement in their social behavior in trying to communicate with us and their classmates. Girls who couldn't be close to each other without arguing, hitting, etc., have been seen walking in class together. (I am sure this isn't just because of music class!)

The second group of singers show lots of enthusiasm but are not so outgoing as the first. Their love of music is very evident; they express appreciation often. They learn words to songs more quickly, know many more songs than we sing, and sing more songs in the class period.

The taped program at the W.I.T. Commencement was most gratifying It certainly shows what can be accomplished by the effort of enthusiastic singers and willing instructors and institution personnel. When one considers that many of these people cannot be understood when one tries to talk to them, and the different levels of mentality and emotional disorders, one feels that he has been part of a miracle!

11S2/9

June, 1973
Mary Walding

A part of my job as an ABE teacher is to increase the ability of the students to concentrate, to socialize, to increase their self-image and to give them something else to think about besides themselves. I feel their experiences as members of a singing group is valuable to them.

On Tuesday as the students are leaving my class I wish them a "good time in singing class" the next day. I check with them on Thursday to see if they remember the names of the songs they sang the day before, if they liked the songs and if all the members of the class or only a few remember correctly the singing activities. This engenders some good class discussions.

Sometimes the students volunteer this information without prompting from me. Some students, like Terry N , will be singing a song done the day before as she walks down the hall to the classroom. Linda M always mentions it when the group sings "Good Night Irene" as this is her mother's name. (Mother lives in California). As far as I can ascertain she regards this as a compliment to her mother and is proud of this. Norman H , who N E V E R speaks above a whisper in class actually sings his alphabet out loud. (This class including the three students mentioned above learn their numbers through singing "Ten Little Indians.") We also sing the alphabet song.

Some of the more intelligent students will mention songs that they have learned that they hear on their radios. I feel their singing in class has helped them to become more aware of what is on the radio as opposed to just sitting there and rocking with the radio on but not really hearing anything.

11S4/1

The students were very proud of their opportunity to sing during the program for the GED students. As quite a few things are given to them--gifts at Christmas, a birthday party every month, attendance at the Shrine Circus, a bus trip to view the Christmas decorations of the city--I feel that this opportunity to give of themselves to others for a change was a wonderful experience. The many comments made in my classes, three days after the the event, were completely unsolicited and they all expressed their pride in their accomplishment.

11S2/11

WOODBURY COUNTY

MENTAL HEALTH SERVICES

TELEPHONE 277-2431 EXT. 217 | 411 SEVENTH STREET | SIOUX CITY, IOWA 51101

TRAVIS K. CAMPBELL, ACSW
Director

July 13, 1973

Mrs. Jane Sellen
Western Iowa Tech
3075 Floyd Boulevard
Sioux City, Iowa

Re: County Home ABE & music classes

Dear Jane:

Over the past year I have been watching the County Home ABE and music classes with great interest because I have wondered if the patient progress I observed during the first trial period would continue. I suspicioned that as the ABE classes became more common to the Home that interest and patient progress would dissipate. Thus far, I am pleased to report that I have been wrong. I am confident that a part of the success is due to the excellent teachers you have kept consistently on the job. They have all been innovative in their approach, positive in attitude and I feel they have a deep feeling for each of their students. They have a "mission to preform". Your excellent supervision has obviously encouraged their positive attitude.

As I have interviewed a number of residents of the County Home who are in your ABE classes, I have noted on many occasions their greater awareness of themselves and their surroundings. They are much more aware of time, their weight, size and how they compare with other residents' progress. They are all very pleased with their individual involvement in the physical improvement of the class room (art work, curtains, individual class papers, etc.) and have a personal committment to continue to achieve. All of the above are indications to me that our original goal of helping residents become and feel like human beings rather than objects where everything is done for and to them is gradually being achieved.

The music class has also been an excellent source of "earned gratification" for our residents. As I have mentioned to you before, our more regressed people at the County Home need an opportunity to be involved in activities which will allow them to be active to their ability hour to hour. This kind of person does not do well in independent activity where they must preform on their own completely. They also don't do well where they have a great deal of group pressure to preform. Your music class offers friendly lively atmosphere where the regressed patient looks and feels involved even if he doesn't sing out loud. During my last observation of the class, I noted a lot of eye, foot movement and toe tapping to the music beat. This occurred with both the very regressed as well as the regular County Home resident. Obviously, I was especially pleased to see the regressed resident participating. We have not been able to get them involved to any degree in the past. I was especially interested to observe some of our regressed patients watching and mimicking the healthier patient. At this stage of their rehabilitation I consider their behavior a good indication of progress.

Jane, as you no doubt know de-institutionalization and habilitation of the severely institutionalized, mentally ill and retarded is a very slow process. I feel very good about your ABE classes and especially your music class since they are obviously helping. This is one step in many that must be taken if we are to achieve the goal of normalization and possible return to the community in an independent or semi-independent living arrangement.

We thank you again for your much needed help at the County Home.

Sincerely yours,

Travis K. Campbell LHB

Travis K. Campbell, ACSW
Director

TKC/lhb
cc: Ken Rodeen

CONCLUSION

The vocal music classes which were held at the Woodbury County Home have proven highly successful. The implementation for similiar groups and similiar situations is recommended. The program is relatively easy to implement and is inexpensive.

There are specific recommendations to follow:

1. Seek permission from the responsible governing agency and keep them adequately informed of your activities.
2. Seek the fullest cooperation of the immediate personnel dealing with the residents.
3. Hire teachers who really enjoy these people and who are creative in developing a program.
4. Set goals for the classes so that their performances can be recognized.

The real cost becomes the teachers salary and we firmly believe that paid personnel performs on a more professional level. Rhythm instruments and a music library are desirable aspects of a program in addition to a piano.

The vocal music classes will continue at the Woodbury County Home even though the grant will be terminated.

11S2/12

APPENDIX

1. PICTORIAL REVIEW
2. WOODBURY COUNTY HOME ABE MUSIC
   PROGRESS REPORTS
   September, 1971 - June, 1973

September, 1971
Eugenia Webb

"Forecast"

September 15, 1971 "Get re-acquainted" session: review some songs from last year. Booklet presentation by "Telephone Pioneers" (Mr. Harmon & Mr. Calais). Use the words - books, Helen will play from other music.

September 22, 1971 Sing more songs from Telephone Books. Take time to make conversation with each person by name.

September 29, 1971 Rhythm emphasis:
    Clap with word- and - note changes
    Clap on beats, only
    "Deep in the Heart of Texas"
    "Row, Row, Row Your Boat"

Comments

Session I
September 15, 1971

Jim S was waiting outside for us when we drove up and gave us a wide smile; he rushed over when we had parked to open the car door! Several mentioned they'd been looking forward to meeting again and had wondered why we didn't begin when the other ABE classes did the first of the month! All had smiles and/or handshakes for us, and many shook hands as they went out, too, saying "Thank you for coming out" or "Good to see you again" and such phrases.

Getting the names of the new people was not difficult - when I had trouble understanding them, another would say the name for me. In getting the names down of the former pupils - when I stumbled or needed help and kidded them about my summer's loss of memory, they were quick to refresh it - smilingly!

The singing was enthusiastic: though ragged!

The presentation of word-books by the Telephone Pioneers gave the students a chance to watch pictures being taken of the event and their singing with the books. This was in class I only. I told class II about it when I passed the books out. Alfred D talked a great deal about the triangle symbol on the books - he had one (a paper triangle) in his pocket.

bs3/15

September 22, 1973 We used the Telephone Books exclusively - the students didn't mind waiting for pages to be found for the one's who needed help. We tried to point out closeness to front and back. Some requests for certain songs we had to postpone because we had no music, and Helen couldn't remember that particular one. We are going to try to make up a music book (to go with the word-books) for the accompanist.

Request for a hymn, and we sang it without using hymnbooks!

September 29, 1973 Rather an unresponsive class in both sessions, as we sang from the books, so I had them lay down the books on the floor and we spent time clapping rhythms. The clapping for "Deep in the Heart of Texas" was not a clear pattern (between phrases of song) but was continuous for a few, late starting for many.

Class II was the most precise, but were not very close. A few in each class got the pattern right in tempo.

We also clapped "Row, Row, Row Your Boat" for each word or note change - pretty fair participation for all, accuracy for a few. Sang 3 hymns by request, no books.

bs3/16

September, 1971
Helen Moss

September 15, 1971 Our first meeting of the fall with members of the County Home was held. Books were distributed for use by the Bell Telephone Company (Pioneers) and happily received.

Good attendance and everyone very happy to see each other after summer's absence, smiled - talked to us - touched - enthusiastic.

We were greeted and waited for outside the door, and many shook hands as they passed from class.

September 22, 1971 Books again distributed. Began with an emphasis on rhythm. Sang "Deep in the Heart of Texas", clapped in rhythm at the end of 4 measures. Example - The stars at night are deep and bright - clap - clap, clap, clap, etc.

September 29, 1971 Continued with rhythm pattern, repeated "Deep in the Heart of Texas", added "Row, Row, Row Your Boat, clap - clap - clap, clap, clap - clap - clap, clap - clap, clap - etc.

bs3/17

October, 1971
Eugenia Webb

"Forecast"

October 6, 1971

Repeat rhythm work: add "Daisy, Daisy" for 3/4 time. Counting: "10 Little Indian Boys" on fingers.

October 13, 1971

No books today!
Sing familiar songs "for fun". Ten Little Indian Boys - standing & sitting by number. "How D'you Do, My Partner?" pair off to shake hands. Start learning "How Great Thou Art". First verse and chorus.

October 20, 1971

Warm up on familiar songs. Tone matching: "How are you?" "I am fine." Try up, up, up, up; and down, down, down, down. "How are you today?" Up, up, up, up, up, down; or Down, down, down, down, down. After individual rounds, use whole group. Listen to and sing "Caissons Go Rolling Along". Emphasize march tempo. If time - 2nd verse to "How Great Thou Art".

Comments

October 6, 1971

Repeated the rhythm work with clapping - the patterns were clearer. We added a 3/4 pattern in "Daisy, Daisy" clapping just on the first beat of each measure. Counted 10 Little Indian Boys on fingers - some of the people giggled over it, some were quite serious about getting the right fingers up or down - all did their best to participate. Al K had brought a harmonica to class and he played along on several songs - melody lacking, but rhythm very good. Kenny S sang vigorous harmony on "Down by the Old Mill Stream"! And more quietly on "Let Me Call Your Sweetheart."

October 13, 1971

Singing "ensemble" is getting markedly better on the familiar songs. We didn't use the word-books today. Repeated "10 Little Indian Boys" on fingers, then with 10 people in front standing and sitting as we counted. A few couldn't "wait out" a held-note pattern - responded to my up or down hand direction. Most sign of improvement to me was the exchanging of places by those in front and in back so that the "Indians" could be up front. The exchange was orderly and in the direction pattern I had set up by explanation. Last year, when asked to move about, they were very disorderly (not loud just disorganized).

We also did a hand-shaking number "How D'you Do, My Partner" in which I paired them off to shake hands with a neighbor. I had to alter one pairing when a lady wouldn't shake hands with the man, but they both participated with new partners (lady with lady, me with man). They giggled or glowered about it, but almost everyone participated to some extent - some more enthusiastically than others.

Class
II

Gladys and Helen asked to sing a duet - they chose "Holy Holy" and sang it well; Gladys on pitch, Helen an octave lower and a little off pitch.

Several requests for hymns followed, and we sang several.

Then we went on to learn "How Great Thou Art", first verse and chorus, by listening to the music - many said they recognized it! And I repeated the words, phrase by phrase, having the bass sing after each phrase, coupling two when they were completed.

We "relaxed" after that with some familiar songs - Al K came up front to dance for "She'll Be Comin' Round the Mountain" - 5 verses! Most of the class smiled or giggled about it - a few ignored it, a very few seemed to frown or show disgust in a mild way.

October 20, 1971

After "warm up" of a few minutes, we tried tone-matching. All participated except 1, and seemed pleased or timid as they smiled or ducked their heads. Because some seemed hesitant or uncertain as I worked with them, I decided to try it as a group response when I had gone clear through the class - good, firm, accurate response!

Listened to "Caissons Go Rolling Along", most recognized it. I repeated words and they sang vigorously - even got to, "calling out numbers loud and strong!" Class II nad time to learn second verse to "How Great Thou Art".

bs32/1

October, 1971
Helen Moss

October 13, 1971 Good classes today!

1. Sang with enthusiasm.

2. Had them sing 10 Little Indians. As numbers were sung the people stood up, then down. Second class understood best. This gives active participation.

3. New song "How-de-do My Partner" each time those words said - shook hands - only 1 incident of female not shaking with the male. Eugenia had 2 girls shake hands instead.

4. Al K - 1st class - inspired to dance. Type of tap dance steps - good sense of rhythm.

5. Helen S and Gladys Z sang. "Holy, Holy, Holy" together. Gladys sang at range, Helen sang an octave lower. They could follow melody.

October 20, 1971 Paid attention well as a group. Warmed up with "Let Us Sing Together". Introduced Questions and Answers - How are You? - I am fine. Used several patterns to get idea of following as voice goes up or down.

Individual testing followed. Several patterns developed.
Group I

1. Several people followed pattern. Women an octave lower; fellows voice unchanged; most followed pattern.

2. About 5 monotones.

3. 8 followed pattern, but off pitch.

4. 8 on pitch, followed pattern.

Group II

1. 10 followed pitch and pattern.

2. Six sang but opposite direction of pattern.

3. 4 monotones.

4. More depth of tone in this group; most are older.

5. Only 1 person not trying.

bs32/2

These patterns are what would be found in a normal school room music situation.

In both classes used hands to get idea of following direction: Up, up, up, down, down, down, - also active participation.

Added Caissons Go Marching Along.

bs32/3

Key

X - OK	Follow pattern on pitch
XO - OK	Octave lower
↑N	Follow pattern, not in tune
↓	Opposite direction of pattern
↗	Same direction, but off pitch
M	Monotone
OM	Octave lower - off
PM	Pitch OK, but not direction
H	Hard to hear

Group I - 1971	Oct. 20	Oct. 27
1. Mary Jo	OM	OM
2. Connie	PM	↑N
3. Betty S	OM	X
4. Garnet	↑XN	X
5. Doris	↗	↗
6. Betty J	X	X
7. Marilyn	X	X↓
8. Ellen	O↗	↗
9. Elsie	XO	H(?)
10. Dorothy	O	X
11. Alice	OM	X
12. Mildred	X	X
13. Helen S	X	X
14. Anna	X - too soft	X
15. Nellie	↗	↗
16. Gloria	↗	X
17. Loretta	X	X
18. John	X	X

45/8

		Oct. 20	Oct. 27
19.	Robert	PM too soft	X
20.	Alfred	↗	X
21.	Kenny	↗	X Makes up own words
22.	Ronnie	X	X
23.	Jim	↗	↓
Group II 1971			
1.	Donna	X	X
2.	Mary J.	not pitch↑↓	↑↓
3.	Gladys	↓X	↓X
4.	Helen	X	X
5.	Norma	↓	X
6.	Linda N.	M Said words	tried, said words
7.	Lola	X	X
8.	Sophie	X (off a bit)	X
9.	Violet	X (off a bit)	↑
10.	Fern	M	More inflection
11.	Linda M.	H	Sang, but not on pitch
12.	Caroline	↗	X
13.	Gayle	M Hard to hear	Made sounds
14.	Tiny	M	Better
15.	Barbara	↓N	good
16.	Virginia	↑N	X
17.	Bernadette	X	X
18.	Jeanne	X	X
19.	Gene	X but too high	X
20.	Roger	↓	
21.	Delbert	↗	
22.	Bill	X	X

45/9

Group II	Oct. 20	Oct. 27
23. Tony	↗	
24. George	Up and down	Went up
25. Herman	M	↓P
26. Norman	X	X
27. Lawrence	X	X
28. Richard K	Not trying	Same
29. Richard K	M	
30. Mary K		
31. Steve		X Soft
32. Bernard		X
33. Elmer		X
34. Margaret		Said words
35. Dennis		↑N

45/10

November, 1971
Eugenia Webb

Forecast

November 3, 1971	Introduce volunteer Florence Larson - Use telephone Pioneer Song Books - Round and Rhythm.
November 10, 1971	More rhythm work (add Are You Sleeping?), Caissons, How Great Thou Art.
November 17, 1971	Overhead didn't work!! Use hymnals. Do tone - matching again.
November 24, 1971	Observer visiting - try to show different aspects: singing together w/o Overhead Projector; rhythm; new song - Thanksgiving. Overhead: Map for Sioux City Sue; Deep In the Heart of Texas; Whispering Hope; Home on the Range, II only.

Class Comments

November 3	Introduced volunteer Florence Larson to classes. Passed out Telephone Pioneer Song Books - classes exclaimed in pleasure at having them after several weeks of not using them. Even though songs are familiar, they sing with more confidence when there are books to use. We sang Row, Row, Row Your Boat together, then as a round with Florence singing with first group and piano and me taking second group - it came off very well - on pitch and in time.
November 10	Started with rhythm work - clapping in time to "Caissons Go Rolling Along" - got them to "call out their numbers loud and strong: 2 - 3 - 4". Used Song Books again to choose song from - they enjoy this very much. Good participation in singing - I try to give different ones a chance to choose. After doing Row Your Boat as a round we added "Are You Sleeping" to our repertoire. We said the words, then sang them a couple of times together. Then we had Florence sing with one group while I took a second - and we had a good response.

22/5

November 17

Disappointed to have overhead set-up but no transparencies! (I'd taken the wrong stack of music from home!) They had been pleased to see it set up - indicating their enjoyment of its use last year. I had to explain several times why we couldn't use it!

We passed out Hymn Books and they chose numbers in them - many were absent with flu. The singing was not as vivacious as usual.

We tried tone-matching as a group to try to perk them up - it helped some. Then we did individual tone matching and there seemed to be some improvement.

Florence kept list of songs we sang in each class.

Group I

1. You Are My Sunshine
2. Sioux City Sue
3. Deep in the Heart of Texas
4. Home on the Range
5. Whispering Hope
6. Come, Ye Thankful People
7. Plough the Fields
8. Old Rugged Cross
9. In the Garden
10. God Be With You

Group II

1. You are My Sunshine
2. Deep in the Heart of Texas
3. Home on the Range
4. Row, Row, Row Your Boat
5. Whispering Hope
6. Come, Ye Thankful People
7. Onward Christian Soldiers
8. Holy, Holy
9. What a Friend
10. I Love to Tell a Story
11. Love Lifted Me
12. Face to Face

November 24

Set up Overhead - adjust. Men in classroom watching.

Responded with smiles and calling out Hello when Arlene was introduced.

Smiled and paid close attention when Overhead Projector was turned on. Recognized map of Sioux City - remembered Texas.

Singing seems more sure, richer sounding when watching words and music on Overhead Projector.

Moved Overhead Projector off to side for remainder of period.

Learned To Grandfather's House as a Thanksgiving song; said words first, then listened to melody as words were repeated. Then sang it through three times - many already knew it, almost everyone tried it.

Got out hymn books so we could sing Come Ye Thankful People.

Then used books to choose several more hymns to sing. Appreciated this after absence of several weeks. Onward Christian Soldiers - "march" - 2 times, good participation.

Closed with America and God Bless America. Had them stand to sing, then went on out. Many wished us Happy Thanksgiving.

George helped Gene find pages - Richard - Len traded books with page open to number from Len to Richard.

22/7

November, 1971
Helen Moss

November 3

Group I:

Introduced Florence Larson - volunteer helper from Morningside Presbyterian Church.

Norman H in class for first time - enjoyed himself - moved arms as if conducting - smiled much.

While singing "School Days" Doris sang ahead - voice stood out.

Norman T sang "God Bless America" (has done no singing before but has good quality voice).

Group II:

Introduced Florence Larson

Group sang "Row, Row, Row Your Boat" with and without piano.

Have noticed Gloria will look at me and smile (It's very quick - then gone) at first wouldn't look at me if I happened to glance at her.

In both classes sang from Pioneer books - both classes exclaimed as the books were passed out - (Haven't used these books for several weeks) helped find pages of songs - there are those students who can read and they helped others to find pages. Gene held the book without tearing pages out. Last spring he tore pages from hymn books.

Both classes sang (chose) When You Wore A Tulip; Tiptoe Thro' the Tulips; School Days; Smiles.

November 10

Group I:

Excellent response to all singing today.

Connie, Betty, Gloria showed me their painted fingernails.

N.B. I was not as perceptive today, having been at the dentist for removal of teeth. Perhaps my playing may have been heavy and not conducive to students.

Group II:

Not as responsive today - usually they sing out more and respond better than Group I.

Not many of fellows clapped to "The Caissons Go Marching Along"; this was set up to 1 beat per measure.

Sang Rounds: Row, Row, Row Your Boat. Added round "Are You Sleeping? Brother John".

November 17

Passed hymnals out to both groups - "The Old Rugged Cross", "In the Garden", "Holy, Holy, Holy" (always requested by Tony - Group II).

Marilyn (Group I) did not sing today - seemed remote - not facing us.

Florence checked attendance in both groups. We will try to get them to sit in same places so we can learn identities more easily.

Betty J sat up front again. She always sat close to us - is very loving - wants to touch us - seems to crave affection - had been sitting back in third row - hunched over and very quiet for some weeks - have made a point to talk to her.

Again checked individual voices.

November 24

Group I:

Good attendance today - 18 girls - 12 fellows - high enthusiasum, sang well.

Sang songs for Thanksgiving. William D kept asking for instruments to play.

Used the Overhead Projector - outline of U.S. - Iowa - Texas - sang "Deep in the Heart of Texas".

Mary Jo felt better today - however did not sing.

Group II:

Introduced Arlene B who is interested in Methods for Teaching - attended both classes. Everyone enthused about Thanksgiving. Several told us they were going home. Gladys said "I don't have to do dishes."

Also sang Thanksgiving song Come, Ye Thankful People - Come; America; Over the Meadow; and Thro' the Woods.

December, 1971
Eugenia Webb

General "Class" Plans

December 1, 1971

(Expecting visitors - want to show range of performance.) Review Thanksgiving Song - use sound at end as transition to Jingle Bells.

Other Christmas or Winter songs:
Winter Wonderland
Santa Claus Is Coming to Town
12 Days of Christmas - write words on blackboard.
Whispering Hope - using projector
Home on the Range
Deep in the Heart of Texas - clapping
Caissons Go Rolling Along - use feet to keep tempo 2/measure

December 8, 1971

Try tape recorder on Christmas songs and carols.

December 15, 1971

Try tape recorder on Christmas songs and carols.

December 22, 1971

Try tape recorder on Christmas songs and carols, my daughter, Janet, accompanying.

Class Notes

December 1, 1971

Very responsive class - Willing to follow direction, interested in new song. They enjoyed the visitors - wanted to talk with them, "perform" for them.

Jim S very quiet and withdrawn. Not as many comments and song requests, though he sang. Several others in both classes with this same sort of reaction, though not with such contrast to normal reactions. Betty Newman told me this happens at Christmas.

Norman T absent for 4th week. Apparently some problems recurring.

December 8, 1971

Bad weather made us very late getting out to the Home so we combined the 2 classes and had a "Christmas Sing". There were several visitors, some who have sung before with us but were out working this year and couldn't get to work. The sound was wonderful: very full, enthusiastic, happy. We taped and played back and they listen so carefully to the replay! The replay was disappointingly soft & we tried several ways to increase the volume - both while recording & on replay - but to no avail.

When it came time to close I asked them to stand & sing God Bless America - when they were all standing I couldn't see past the first few rows so I kicked off my shoes and climbed onto a chair where I could see them and they me. They laughed and made much of it - then sang with great vigor! (Norman was present today! Sang very little)

December 15, 1971 The teachers got a card from Robert D (one of our "visiting" workers and a brother to 2 other boys regularly in class). A party scheduled for the afternoon had their interest and they seemed more accepting of Christmas in the Home. We had them choosing songs, and we did the Twelve Days of Christmas in grand style.

December 22, 1971 Helen Moss was on vacation, but Betty Newman had indicated they might enjoy singing together, so I brought my high school daughter to play for us. They called out to her when I introduced her - many asked about Helen's absence - and came and shook her hand afterwards as she stayed at the piano!

December 29, 1971 Vacation.

45/2

CLASS I

Twelve Days of Christmas

Jingle Bells

Drummer Boy

Silver Bells

Santa Claus is Coming to Town

Up On The Housetop

Hark the Herald Angels Sing

O Come All Ye Faithful

Silent Night

White Christmas

Winter Wonderland

CLASS II

Twelve Days of Christmas

Rudolph

Up On The Housetop

Silver Bells

O Come All Ye Faithful

Joy to the World

Santa Claus is Coming to Town

Silent Night

White Christmas

45/3

December, 1971
Helen Hoss

December 1, 1971

Group I:

Greeted class as they came in. Several expressed gladness at beginning of the Christmas season. Several desired to be home for Christmas.

Mary Jo commented on my upper teeth being gone - though half a dozen of the girls opened their mouths showing me where they also had missing teeth. We all have a lot in common!

These same girls noticed my pearl beads. I took the beads off and let them see how long they were (90 in.) Betty J wanted to see them. She held them in her hands - wondered what they were made of. Marilyn said to her, "You'd better give them back." Looking at me she said, "She breaks things - just tears them apart." But Betty handed them back intact. (It might have been fun to see them all over the floor!)

Helen P very quiet today. Her hair looked nice but no make-up on. Usually very smiley and friendly. Commented to Eugenia - she said Betty Newman had told her many show such reactions at Christmas time. They are homesick and lonesome.

Group asked for several Christmas songs: Silver Bells, Santa Claus is Coming to Town, Winter Wonderland - in playing the latter - marked reaction when I couldn't find the correct tones for middle part of song and I changed keys. Glad to notice this reaction. Listening is good. People playing or singing should listen to themselves.

Dr. Irene Weimers present at beginning of class. Before last songs, Jane Sellen (WIT, Sioux City) came along with Ken Russell (Des Moines), Dr. Harry Hilton (Kansas City, Kansas) and Betty Newman (Supt. of Home).

Group II

Jim S first to come in - he seems remote - not like his usual cheery, chatty self. By the end of the session he had perked up, talked out of his earlier mood. Linda N. seemed very quiet. She usually goes out of her way to greet us but not much response - did not get to notice her as she went out of class.

___?___ told me he was to go home over Thanksgiving but due to flu in his brother's family he couldn't. But they assured him he could be there at Christmas.

Class wished to sing Christmas songs too. Tony wants Holy, Holy, Holy. They sang Over the Meadow and Through the Woods - then into Jingle Bells - also sang Whispering Hope from the projector - Home on the Range, Deep in the Heart of Texas - clapping rhythm - Caissons Go

Marching Along - marching with the feet - too slow for them with two beats per measure so marched 4 beats per measure.

Learned the first part of "Twelve Days of Christmas".

The same guests present through the last session of music. The class retired and we had conference with our guests.

Ken Russell noticed how much more they entered into singing since last spring.

Dr. Hilton noticed:
1. participation in rhythms
2. following Eugenia
3. suggested rhythm instruments

Jane enthused with participation.

Irene pointed out to us later to try to draw out non-participating members.

Betty, when asked if had noticed any difference said attention span is longer - notices it in activities in Home. Reports they feel music class is fun - a chance for them to let off steam.

December 8, 1971   Group I   Group II

Both groups sang together today.

Greeted them as they came in. There were 5 new members (or visitors). Most of them responded to the hand-shaking except Mildred. Al K embraced me - Gayle attempted to take my hand after I coaxed. Helen had make-up on wished me a Merry Christmas, Norman was there - told him we had missed him. They came in quickly so I have both hands going at once.

During classtime they sang carols, asked for "Let Us Sing Together." Some of the songs were taped and sung back. Tape not loud enough when it is replayed - hard to distinquish words sometimes.

Then last, Eugenia stood on a chair, removed her shoes. They laughed and sang "God Bless America" with vigor.

Greeting of Merry Christmas sounded by them as they returned to their wards.

December 15, 1971   Greeted Group I as they came in - Robert D gave us a card prepared by his sister. Anticipation high for many because of closeness of Christmas and a party in the afternoon. Worked on the song "The Twelve Days of Christmas" this is not an easy song to learn - words on blackboard used as guide.

Sang the usual Christmas songs.

Group II

Greeted group. Had to wait for 5 or 6 of men to come in.

Learned "Twelve Days of Christmas. Sang other songs. Norma knew words of song - and gave them to us. Linda said scornfully, "She's a show-off." Marilyn sang all the songs - Tony asked for Holy, Holy, Holy - Gayle did not turn away from me as we parted.

I took 2 weeks vacation, during the holidays.

45/6

January, 1972
Eugenia Webb

General "Class" Plans

January 5, 1972	Use Hymnals as diversion from lack of Christmas emphasis Use some clapping rhythm exercises - Onward Christian Soldiers, Deep In the Heart of Texas, & God Bless America.
January 12, 1972	Auld Lang Syne - should have been used last week! Waltz Rhythm clapping - Daisy - sing & clap, listen & clap to other waltzes (two) Review "How Great Thou Art" - 2 verses.
January 19, 1972	New song (days of the week) "Soup" Start with Let Us Sing Together (familiar favorite) Deep In the Heart - for rhythm Some choices, then new song to learn, end with more choices
January 26, 1972	Review "Soup" song Trail of Lonesome Pine Use Blue Books

Class Notes

January 5, 1972

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12. Let Us Sing Together	
13. Deep in the Heart of Texas	
14. Caissons Go Rolling Along	
15. Good Night Irene	
16. Row Row Boat	
17. Are You Sleeping	
18. God Bless America	

January 12, 1972

Group I

"Happy Birthday" (Elsie C) (Alice H) - We sang this last.

1. Auld Lang Syne
2. Home On The Range (verses 1 & 2)
3. Polly Wolly Doodle
4. Tip Toe Thru the Tulips
5. You Are My Sunshine
6. Let Us Sing Together
7. Daisy, Daisy Waltz, clap on counts 2 & 3
   waltz time, clap on count 1
8.
9.
10. My Sweetheart's the Man in the Moon - Waltz time clap on all 3 counts
11. O Suzanna
12. How Great Thou Art
13. Sioux City Sue
14. I've Been Working on the Railroad

Group II

1. Auld Lang Syne
2. Home On Range (verses 1 & 2)
3. Deep in Texas
4. Waltz time Daisy, Daisy
5. Row Row Boat
6. Let Us Sing Together
7. Polly Wolly
8. You Are My Sunshine
9. Caissons Go Rolling
10. Sioux City Sue
11. How Great Thou Art
12. Home Sweet Home
13. Tip Toe - Tulips
14. I've Been Working on the Railroad
15. America the Beautiful
16. God Bless America

January 19, 1972

Group I

1. Let Us Sing Together
2. Deep in the Heart of Texas
3. Sioux City Sue
4. School Days
5. How Great Thou Art
6. Days of the Week (a new song to learn)
7. You Are My Sunshine
8. Shortnin' Bread
9. I've Been Working on R.R.
10. God Bless America

Note:

1. The boys seemed restless today, during class, but they were all down early.
2. They all cooperated on the new song.

Group II

1. Let U Sing Together

2. Deep in Heart of Texas
3. Home on the Range
4. Caissons Go Rolling Along
5. Daisy, Daisy
6. Days of the Week (new song to learn)
7. I Love to Tell The Story (request from Linda)
8. Trail of the Lonesome Pine (Blue Book)
9. When It's Springtime in the Rockies (Blue Book)
10. When I Grow to Old to Dream
11. When Irish Eyes are Smilin' (Blue Book)
12. Ive Been Working on R.R.
13. By the Old Mill Stream (Blu Book)
14. Don't Fence Me In (Blue Book)
15. Row Row, Your Boat

Note:
1. Gals were all here first. Not very many boys today.
2. They all enjoyed new song, but were a little hesitant.

January 25, 1972

Group I

Soup
School Days
Goodnight Irene
You Are My Sunshine
Let Us Sing Together
Trail of the Lonesome Pine
When Irish Eyes Are Smiling
Don't Fence Me In
Bicycle Built for Two
I've Been Working On the Railroad

Group II

Happy Birthday
Let Us Sing Together
You Are My Sunshine
Trail of the Lonesome Pine
When Irish Eyes Are Smiling
When It's Springtime in the Rockies
The Band Played On
School Days
She'll Be Coming Round the Mountain When She Comes
Let Me Call You Sweetheart
Kentucky Babe
I've Been Working on The Railroad
Deep In the Heart
Bicycle Built for Two
Don't Fence Me In

45/9

Class Notes

January 5, 1972

Sang "Happy Birthday" to Connie before any other activity - She was quite pleased and surprised. We used the Hymn Books today and most seemed pleased to have them. The overall atmosphere was rather more settled but Christmas was still talked about. There were only 2 men in the second class but they sang along most of the time.

We used the hymn books for a little over half the period and then they chose songs at random for the latter part. I asked both groups to close with God Bless America.

As 1st class was leaving Al K reached up and kissed me on the cheek.

January 12, 1972

Each class seemed to enjoy the Auld Lang Syne which I apologized for not having remembered last week. We tried 2 verses to Home on the Range and it was spotty in recall of words for some of them - but they sang right along.

We also did 2 verses of How Great Thou Art and it is going better each time we do it. (I'm not sure if the pupils are learning it better, or if I am!)

The clapping to waltz time is enthusiastic and fairly accurate - though some can't seem to get the beat or are consistently off-beat. It goes better when we use 3 claps to the measure instead of one on the downbeat.

We saved our "Happy Birthday" song to Elsie and Alice till the end of the first class. Everyone clapped after the song and the honored ones smiled. Norman was back after a weeks absence, but had to leave for the bathroom (first time for that in months!) Came back, but sang very little.

Mildred is participating rather infrequently now. She will smile and respond when coming to or leaving class, though.

In the second class, Mary J asked to sing "Home, Sweet Home." I felt uncertain, but went ahead and they sang well, but with some reserve.

January 19, 1972

Men from first class are always waiting for us - Jim S. often opens door as we come in. When the women were not coming after several minutes, I left to find them and as I came back the men were singing with Helen - though the piano was quite evident and their voices not in tune or words very plain.

I suspect they aren't really as musical as they are gregarious! The women weren't aware that class was beginning at 9, so I asked if they could come on down now and try to be there from now on.

In the second class the arrivals are reversed - women always early and men late! Men in second class are erratic in their attendance this month. Many are doing jobs around the Home, though.

The new song about days of the week didn't go too well (or as well as I'd expected). It gets tiresome toward the end with all the repetition. But the classes hung in and really did a good job of singing it through.

Linda N. brought a slip of paper with her on which was written, "I Love to Tell the Story" - so we sang it.

January 26, 1972 Tried the Soup song (Days of the Week) again - went a little better. (Our 1st volunteer was absent and many asked about her [illegible]

In the 2nd class we started by singing Happy Birthday to Linda M. She was so pleased - she clapped afterwards! She has mentioned the birthday several times this month. In 1st class Mary Jo had a headache and didn't sing much but did stay in class.

Both classes enjoyed using the Telephone Pioneer Song Books - & we had the music for Trail of the Lonesome Pine! It was a happy, peppy session. There was spontaneous clapping in both groups to I've Been Working on the Railroad.

In the 1st class, Al K was being very playful with his hands and distracting, so I "threatened" to send him out, and he settled down. He came up afterwards to kiss me on the cheek - I wonder how I can get him back to a handshake?

45/11

January, 1972
Helen Moss

January 5, 1972

Group I

Jim S greeted us as we came in. He was very exuberant - noticed this as he was morose for the several times I saw him in December.

Mildred carried in my books as I took off overshoes. They were placed on a table in the room close to the door. I thanked her.

Connie's birthday is tomorrow so we sang "Happy Birthday" to her. Everyone clapped - she was pleased and shy.

Florence called roll - noticed girls all wearing gold pins with initial of their first name.

Sang song from hymnal. Used "Onward Christian Soldiers" for clapping - 2 claps per measure - then sang "Deep in the Heart of Texas - Al gave me and Eugenia a big kiss on the cheek.

Nice to be back after the holidays!

Group II

Greeted people as they came in - Gayle surprised me by looking directly at me - had warm firm grasp - the first time she attempted to say words to me.

There were only 5 males - 2 came in early - 3 were later. The women all participated in the singing but men did not that I could see.

Helen P (whom I had been calling Schneiders) wished me a happy New Year informed me she was feeling better now.

Sang from the hymnal - Some variation from choices of other class - Also finished with "Onward --", Deep in the Heart - God Bless America.

As people passed out Tiny held my hand and sang to me "How Great Thou Art" - It is difficult to understand her words but she knows the music. I wonder if she wishes to sing a solo for class. N.B. this group had fun singing rounds "Row Row Your Boat" "Are You Sleeping?"

Linda M. told me she rode a bicycle during Christmas.

January 12, 1972

Group I

Greeted people as they came in. Some rushed by - Gayle just looked ahead today. Had a more alive expression on her face.

Sang Auld Lang Syne and several other from green book Had several requests - Jim S asked for Tip Toe Through Tulips - request of Let Us Sing Together -

certainly shown a great deal of improvement.

We had almost 30 people - 12 or more men - they clapped in rhythm or directed or moved with arms when singing this song - Everyone whom I could see sang.

Played 3 waltzs, "Bicycle Built for 2" - rhythm - clap, clap - "Little Annie Rooney" - clap - rest - rest - "My Sweetheart's the Man in the Moon" - clap - clap - clap - Some people continued to clap on all beats.

Connie asked us to sign an autograph book. Sang "Happy Birthday" to Alice & Elsie.

Group II

Greeted people missed a few because of signing Connie's book. But several came looking for me.

Mary J. told me that next month on the 13th she'll have been at the home 9 years. She said she'd have to celebrate.

Sang about the same songs - rhythms.

Norman had to leave for bathroom - when he returned he did not enter into singing the song we were singing - he sits with his head down and hand covering his face much of time.

Gayle looked around and did smile most alert I have seen her.

Mary J. asked to sing "Home - Sweet Home" most sang it but their faces not smiling - was it my imagination!

I had to go upstairs so unable to greet the class as they came in. (I also got lost - took a little time.) Everybody (most of them) looked at me and said "Hi" - Gene (while I was on my way upstairs showed me pictures) (enclosed) and gave them to Florence Larson, our volunteer helper. He kept these pictures during class - covered his face with them many times. He is the young man who used to tear the books.

This group requested more songs - only 4 men in class today - there was activity outside the building today.

Linda N. had a song title written on a slip of paper, she wished to sing "I Love to Tell the Story." This we sang. I said good-bye as the class left. Gayle looked directly at me - firm hand shake - Mildred hurried but I touched her shoulder - she gave one of her rare smiles.

January 26, 1972

Group I

The fellows came in early again today and wished to sing, asked to sing "Pop Goes the Weasil" - greeted some of the girls as they came in. Mary Jo - quite pale - holding her head - complained of headache but seemed to feel more relaxed by the end of class.

They asked to sing "Soup Song" (learned last week) and had fun singing it.

Eugenia passed out the blue books - we sang many requests Said good-bye to all as went out.

Group II

Greeted all as they came in. There were 5 or 6 fellows present - Requested "Springtime in the Rockies" used this for waltz rhythm. Don't Fence Me In" - Sang "Kentucky Babe"

Linda M. had a birthday - We sang to her - She clapped afterwards. She has anticipated this all month.

As people left many said - See you next week. Lots of pep.

452/3

February, 1972
Eugenia Webb

February 2, 1972

ABE MUSIC I

Helen Moss, our accompanist was busy elsewhere as class began, so we started by singing rounds. Florence Larson, the volunteer, led one section and I led the second. The groups sang well together, and without the piano we are more aware of voices. There was a little less enthusiasm in the regular singing, it seemed to me, though it might just be that winter is beginning to pall on all of us! We can usually get a lot of participation when we stand and sing God Bless America.

CLASS II

Though Helen was with us as this class began, we started out by singing the rounds without the piano, as we had done in the first class. Again we had good participation and the two groups were able to keep to their own part of the song, yet seemed to be appreciating the total effect.

We had an interesting experience when Linda N got upset as we were singing (I think it was because she didn't want to sing a song chosen by another student) and she cried, covering her face. At first I thought she was laughing, but when I discovered the tears I held out my hand continuing to sing with the class and she took it and held on and eventually became calm. She gave both Helen and me a hug as she was leaving, and the tension seemed to be gone and she smiled at us.

On request from Tiny W , we stopped by her room to see the small organ the County Home was given. She played nothing recognizable by either tune or rhythm and was so excited about it. This little organ is available to all the residents. They should get a lot of hours of pleasure from it.

February 9, 1972

ABE MUSIC I & II

We had newly bound song books, so we used them the entire session. We also did some exercises before we sang - everyone tried, and most succeeded in reaching quite high. We put hands on hips and turned body first to one side then to the other, keeping our feet in place. This seemed to produce much giggling. We also did an exercise with one foot out in front, leg bent, back leg straight. The singing was enthusiastic - exercise or sunshine inspired?

35/6

Attendance is picking up again, especially among the men in Class II. In class II we sang Happy Birthday to Norman T and Donna T . Norman will sing at least part of several songs now, and stays the whole time. Jeannne G had a problem today, couldn't sit down long and stood a lot of the time. She seemed uncomfortable, and yet wouldn't leave when I asked if she wanted to.

February 16, 1972

ABE MUSIC CLASS I & II

Jim S greeted us as we came in. Our new volunteer guitar player, Joan S , was there. They were outspoken in their greetings to her and pleased to have her with us. We started by singing Happy Birthday to Marilyn D - she smiled and rewarded us with enthusiastic participation all the rest of the class! The students enjoyed the guitar, but it is difficult to sing with it because the pitch is too low for us, especially on Tennessee Waltz. However, Joan was able to follow the piano on You Are My Sunshine so we sang it on pitch, strongly with the guitar and piano. This will take some working with, but should be productive. We didn't use our books today as we were "trying out" the guitar.

The second class seems to get more songs sung. They are more intent on the singing, less side-play and conversation. But they are happy as they sing, not solemn, and they respond to each other with words and smiles.

February 23, 1972

ABE MUSIC I

A disastrous attempt to use the tape recorder (I discovered later that it was at the end of the reel instead of the beginning, so we ran out of tape!) resulted in little singing for the first class. They recorded one song and enjoyed listening to themselves on it, and were very patient while I fussed with the instrument! Helen had them listening to identify some songs on the piano and then I gave up on the recorder and we sang a few songs before Class II was due. Ended with the Battle Hymn of the Republic, clapped march rhythm to second verse.

CLASS II

Two new girls today - Marilyn P , very quiet; Terry N , very boisterous! We used our Telephone Pioneer Song Books and sang almost a dozen songs from them. I let them choose. We took time to do some exercises - good participation by all except Norman and Al.

Helen played the Battle Hymn of the Republic as our final song and the students were having so much fun with the marching rhythm they wanted her to continue to play as they marched out! They left with smiles and much less confusion than ordinarily.

February 23, 1972 CLASS I

Let Us Sing Together - recorded
You Are My Sunshine - recorder trouble
Goodnight Irene
I've Been Working on the Railroad
When You Wore A Tulip
Trail of the Lonesome Pine
Battle Hymn of the Republic

CLASS II

Let Us Sing Together
You Are My Sunshine
School Days
She'll Be Coming Round the Mountain
Springtime in the Rockies
When Irish Eyes Are Smiling
I've Been Working on the Railroad
Don't Fence Me In
Don't Sit Under the Apple Tree
Bicycle Built for Two
Goodnight Irene
Tennessee Waltz
Holy, Holy
Battle Hymn of the Republic

February 2, 1972 GROUP I

You Are My Sunshine
Deep in the Heart of Texas - They did these without the piano.
Row Your Boat
Morning Bells
Home On the Range
Don't Sit Under Apple Tree
Don't Fence Me In
Trail of the Lonesome Pine
School Days
God Bless America

GROUP II

You Are My Sunshine
Row Row Your Boat - Without piano
Morning Bells
Deep in the Heart
Forever Blowing Bubbles
Let Me Call You Sweetheart
Don't Fence Me In
Don't Sit Under the Apple Tree
I've Been Working on the Railroad

Holy, Holy, Holy (2 verses)
Rock of Ages
Let Us Sing Together
God Bless America

February 9, 1972

GROUP I

Let Us Sing
My Blue Heaven
Home on the Range
Four Leaf Clover
Kentucky Babe
My Blue Heaven
Irish Eyes
Comin' Round the Mountain
Sidewalks of New York
School Days
Working on the Railroad
Sioux City Sue
Yankee Doodle

GROUP II

Let Us Sing
Round the Mountain
Don't Fence Me In
Don't Sit Under the Apple Tree
Heart of Texas
Good Nite Irene
Kentucky Babe
Home on the Range
Holy, Holy
Trail of Lonesome Pine
Let Me Call You Sweetheart
Memories
How Great Thou Art
God Bless America

February 16, 1972

GROUP I

Let Me Call You Sweetheart
Comin' Round the Mountain (Guitar)
You Are My Sunshine (Guitar)
Sioux City Sue (Guitar)
Tennessee Waltz (Guitar)
Amazing Grace
Deep in the Heart of Texas
Home on the Range
Old Rugged Cross
God Bless America

GROUP II

Coming Round Mountain (Guitar)
You Are My Sunshine (Guitar)
Tennessee Waltz
How Great Thou Art

Holy, Holy

Onward Christian Soldiers
Amazing Grace
I Love to Tell the Story
Home on the Range (guitar)
Deep in the Heart of Texas (Guitar)
America the Beautiful
Polly Wolly Doodle
Sioux City Sue
Show Me the Way to go Home
Daisey, Daisey
Sidewalks of New York
On Top of Old Smokey
Trail of Lonesome Pine
Caissons Song

35/10

February, 1972
Helen Moss

February 2

GROUP I

Stopped in Betty Newman's office to converse with her. When I arrived at the class they were singing rounds. The groups showed excellent attention - enthusiasm and were enjoying themselves (smiles and acknowledgment in their comments).

Mary Jo again had her eyes covered - Marilyn was fanning herself with a book. I asked if she was too warm. She said, "No, I have been scrubbing this morning." She seemed more relaxed and pleasant (smiled) than usual, also participated in all the singing.

Jim S wondered if we could sing some of the songs on the nickleoden that stands in the lunchroom. Will try to find their favorite songs. Most of the people attempted to say "Good-bye" to me as they left since I was not present as they came in. They seemed to make an effort to reach me. Several even waited when Al gave the usual hug and kiss. Jim S shook hands with me. Noticed this because sometimes he is reluctant.

GROUP II

Greeted all as they came in. Many comments about the snow. Gayle waited for me to shake hands - (firm) and made sounds (cannot understand her). She's such a pretty little girl! Also hard for me to watch her during class because she is small and sits in the second or third row.

Eugenia had the group sing "A capella." It was nice to hear them. I circulated. The sounds this group produces are more discernible than those of the first group. Walking back of the singers, I was impressed by the men's singing voices. They enunciate well. Norman T was present and Elmer sang very well. Linda N became a little emotional towards the end of our class - came up and hugged us. Tiny asked us to visit her room to see her (I thought she said) "orchid". We went up to the dormitory. I was impressed with these rooms. I suppose I noted these because I am used to masculine furnishings having 2 sons. There were white organdy curtains - red-trimmed felt hearts for Valentine's Day with the names of the occupants of the rooms on them. There were stuffed animals on the beds and homemade Raggedy Ann dolls covered to keep warm. Everything was shiny, neat and homelike. Tiny's "orchid" turned out to be an organ and she played something with not much rhythm. She was highly elated and enthused. She said something about lessons. Carolyn showed me a reel having to do with Ringling Brothers' circuses. I wonder if she has a view master.

Visit to Cherokee Mental Hospital

February 7, 1972 Shortly after 8:00 a.m., Jane Sellen, Eugenia Webb, and I were on our way up to Cherokee Mental Institute for observation of the Music Therapy classes conducted there several times a week. Betty Aldine was the therapist.

The first class met about 10:00 a.m. There was a large group. They have a pleasant room in which to sing. The record player played while they entered.

Noticed Leolo handed books out to the people. I had noticed her previously because at the elevator she shook hands with me. My hands were very cold. She commented and asked how cold it was outside?

Betty had the people do exercises before they began their singing. We thought this a good innovation to adopt. Then Betty walked around with a tape recorder and played back to them their names and where they were from.

Noticed more communication between the people in wheelchairs than those seated in the chairs.

The first song was "Getting to Know You" - Archy (one of those in wheelchairs) sang this - loves it. Another fun song was "Ballin the Jack" this was a good action song. Wilbur came up and performed this for us.

Shakers were passed out - we sang "Pack Up Your Troubles" and "When You Wore a Tulip".

Another good idea, Betty played 3 songs - as she continued when the class knew what it was they were to enter into singing the songs.

At 11:00 we met with Dr. Irene Weimers. We talked of changing our seating arrangment into curved rows.

Commented about things we can use in our class which we had observed today in the early class. We also must use wisely the time we are with our classes. Betty took us through the other units of the hospital. It was very, very interesting to see the physical exercise, activities, the craft and handiwork of the various departments. We then went into Betty's music room - (her office) and observed many instruments; set of drums, xylophone, horns, tambourines, etc., available for use in her work.

31/2

There were 16 people in this class. The songs they sang were mostly show tunes. Their singing and diction more advanced because we have more mentally retarded people.

They sang "Magic Moment", "Oh What a Beautiful Day", "Daddy Sang Bass", several Mary Poppins, songs from "Sound of Music", "The Happy Wanderer", "You'll Never Walk Alone".

We left then for home. It was a very memorable day, one the average person who tours probably does not get to experience. (We were privileged to tour the children's ward which is not a part of the regular tour.)

February 9

GROUP I

This morning as we arrived at Woodbury County Home we were greeted by Linda M. who was outside taking a brisk morning walk. She assured us she would be in for class.

In the building Tony and George (who usually attend the second music class) were ready to come in, but Eugenia sent up a note with them informing the attendant of their time.

Greeted nearly all of the people.

Eugenia gave the information that we had been up to Cherokee and several of the ladies told us how much they liked it up there, commented on there being more to do.

We performed the stretching exercises - everyone except Al K . Some did not stretch as far as others.

We had excellent attendance and participation. Note was made of the new binding on the song books (plastic instead of staples). A wide variety of songs were sung.

GROUP II

The ladies came in first, then two of the fellows, more came later. We had quite a few. Elmer stopped to talk. He said we were glad to see him because he has a nice voice.

Most of the people participated in the exercises. Eugenia explained that we need to expand our lungs.

Norman T. and Donna T. birthdays being between our 2 sessions, we sang Happy Birthday. Linda N. seemed to feel real well today, was gently teasing - she touched my shoulder when she went back of me - then grinned. Donna T plays a game with me, always tries to come in around me or ahead of me or behind me. She has an impish way, delightful disposition.

Gayle does not act so shyly with me. One of the girls seemed to feel uncomfortable and stood up quite a bit so I was unable to observe Gayle much.

A variety of songs was chosen for singing and the response was good. Eugenia tries to give everyone a chance to choose. Jim S , who is usually quite vocal about picking out songs suggested that she (Eugenia) pick one - she chose "Let Me Call You Sweetheart" for Valentine's Day.

I played Kentucky Babe for both groups - they sang the song but not too many seemed to really know it. It's amazing how they participate and produce even with unfamiliar songs.

Comments made concerned the church meeting to be held this afternoon. Also several stated about their teachers who are going down to visit at Glenwood tomorrow with Jane. They asked if Eugenia and I were going, but we informed them of our trip to Cherokee.

We had discussed with Dr. Weimers how we should handle the affectionate greetings of Al. She demonstrated to me how to ward off his approach. Eugenia had the people exercise. I was standing by Al putting my arms up with the class - he moved to embrace me and I slid his arms up and said, "You're to be holding your arms up!" Will be interesting to watch if he is sensitive to this at future sessions.

February 16

GROUP I

We were welcomed by Jim S , greeted several fellows as they came in. Ladies followed and everyone seemed very pleased to see us, all were smiling and cheerful.

Eugenia introduced a lady guitar player. She sings and plays an electric guitar. It will be interesting to observe the class reaction. Noticed they are less restless when they are singing instead of listening. We sang "Happy Birthday" to Marilyn. She smiled quietly and participated well in all the songs.

Al did not do the exercises with the rest of the class, but his demonstrativeness is less.

Kenny keeps asking for a bazooka. I tried to explain to him I could not give him one without giving one to other members of the group. We hope the rhythm instruments ordered will help to satisfy him. There will be enough for all of those wishing to use them.

GROUP II

Nice welcome from everyone as they came in. Today Gayle walked on the opposite side of Linda, did not look at

31/4

me - Linda held her hand. But Linda shook hands with me.

Linda N. offered me a stick of gum which I refused since I don't chew gum easily - she then gave me a yellow pin (the pin has a smiling face) and asked me to wear it. I keep it attached to my notebook so I won't forget it. She is also becoming a little demonstrative, I have noticed this the last few weeks.

When this group leaves Tiny grasps my hand - won't let go and either sings or asks me to play something on the piano. I used to get her to wait until after everyone leaves, if this is permissable, because with those following her, I do not get to say good-bye to. However, Tony and our other man came to the piano while I was playing for Tiny and shook hands with me. So I was shaking hands, saying good-bye, and playing the piano all at the same time.

I find it difficult to not do what is wanted when I am asked by them. If I refuse they may not ask again. Yet I am becoming aware that all must be given their turn. Dilemma!

February 23

GROUP I

Assembled this bright sunny day and everyone seemed to reflect the feeling of the day in their greetings. There were a few who had had colds but most on the good health side.

Joanne Steele was there with her electric guitar.

Jim S came in with an apple and a tooth pick. He caused no disturbance with it. Kenny S played a comb covered with a paper - this seems to help solve the different sound he wants.

Sang several songs - recorded them on tape. Played back one song - then the tape didn't function. While Eugenia worked with the tape, I played Casey Jones and Wagon Wheels, asking if anyone knew what the songs' titles were. More people seemed to know Casey Jones than Wagon Wheels. Other songs sung were Let Us Sing Together, You Are My Sunshine, Irene, I've Been Working on the Railroad, When You Wore a Tulip, Trail of the Lonesome Pine, Battle Hymn of the Republic, clapped second verse for rhythm.

GROUP II

Welcomed people coming in. Told me we had a new comer, a neat, smiling girl whose name is Terry. When class was over she asked me if she sang well. I told her "Yes, and we would see her next week." She talks quite a bit.

She was irritated when Donna tried to help her find the song we were to sing on the last page. Terry insisted on turning the pages one at a time from the front of the book. Finally Donna's persistence won out - she got the last few pages turned at one time.

An amusing incident occurred when Eugenia had the class do a few exercises. Mary J is much shorter than Terry. Her coordination is better, too. She is quick at turning her body around, hands on hips, Terry being much slower hit Mary with her elbows the first time. The next time Mary slowed up and waited until Terry had turned and then turned her body. To see the expression on Mary's face as she watched warily was priceless. I just had to laugh aloud.

Linda N showed me a picture of a young woman who had been a resident and was working downtown. Mary said she had read the want ads and there was a job she would like to have. Gayle joined in the singing some.

George, as he shook hands on leaving said, "Thanks so much for coming. I look forward to our singing class."

Mary Walding, the ABE teacher, told me how the students seemed to like their music. They comment on it always in their class the next day.

Anotner new girl came in with Garnet. Her name is Marilyn. She seemed very courteous.

Our last song to sing was "Battle Hymn of the Republic". Enjoying the rhythm they asked to march out with it so I played for them. Some of the people waited for me to shake hands with them.

Al K ignored me today.

31/6

March, 1972
Eugenia Webb

March 1, 1972

Recorded singing by both groups, listening experience. Used maracas in both classes.

The groups were cooperative and patient with the recording mechanics. I asked them to give me a moment to identify the group on tape before we recorded their singing. The play-back was good and the people enjoyed listening to their performance. It was a good group experience. No one tried to get his (or her) individual voice on, as in previous sessions. Terry N , a new girl in Class II, was busy talking while we were singing in several instances, she is hyperactive!

We tried different beats, using the maracas. Singing "Daisy, Daisy" we beat on the 1st beat of the measure. As we sang through a couple of times the beat became established and very good. Tony, in Class II didn't take a maraca. Everyone was very gentle in putting the maracas back into the storage box.

March 8, 1972

Work on rhythm with maracas, especially the divided beats.

Several people asked about our volunteer, Florence Larson, who cannot come anymore. They seem to miss people when they don't show up. And when our guitar player came in, she got a round of applause and shouts of welcome.

We started singing with "Let Us Sing Together" as a warm-up. I passed maracas out after we had finished several numbers with the guitar. Helen played "Wagon Wheels" as the maracas were passed out and some recognized it. The maracas were beating time by the time all had been passed out. We sang through Wagon Wheels and they

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beat whenever they chose - usually a down beat and a secondary beat. Then we used 3/4 time "Daisy, Daisy" to try to separate the down beat from the 2 secondary beats, not too successful. They can do a single beat per measure or multiple beat if they personally beat the 1st beat, but when you ask one aide to hold off on the 1st beat and come in on the second and third beat, they can't do it. We worked a while but without satisfactory results.

Went on to sing a couple of Irish songs in preparation for St. Patrick's Day next week. Al K , in Class I, came up front as we were singing to do a dance. He'd rather dance than sing!

March 15 Dr. Irene Wiemers, our consultant psychologist, and Betty Aldine, nurse therapist, both from Cherokee, were with us for the classes today. We tried to do a variety of things for them to observe our class in all situations as they come up through the weeks. Our guitar player wasn't here today, and even with other guests the pupils asked about her! We even had a birthday to sing for--Steven Hedun. We did this first, after our introductions. We tried two rounds: "Row, Row, Your Boat" and "Are You Sleeping" with no piano. Helen Moss sang with one group and I with the other. They did a fine job of blending tones, they must have been listening to the other group singing "against" their part. In Class II, Betty Aldine played several songs for them and Helen Moss enjoyed going back among the class to sing with them. The pupils responded to the different piano player with comments of appreciation and applause. The second class had the benefit of learning a new song with motions from Mrs. Aldine, "Ballin the Jack." They loved it and laughed out loud in several places. Some of the motions are similar to the ones we use in our exercises: stretching, bending, and twisting.

Dr. Wiemers and Mrs. Aldine watched Class I, but in Class II they went and sat with the people and were able to get some of them involved as they never had been before. In both classes when we did "My Wild Irish Rose" I tried to have the class sway in rhythm with varying degrees of success. In Class II, the 2 people Mrs. Aldine sat between had a really marvelous time as she put her arms around them and swayed. Tiny W was one who always participates and whose enjoyment was heightened by the experience. Gayle H is a very withdrawn retarded girl who had a wide smile on her face for the first time throughout the whole "Waltz." Betty helped them sing other songs, too. We used maracas in both classes. They all sing and perform so much better for an "audience."

March 22 Learned new song, "Red, Red Robin." Used blue song books and maracas.

There always seems to be a let down after a special day, so I tried to do something that would distract their attention from "no visitors." The books had not been used for several weeks and they do like to sing from them. We learned a new spring song "When the Red, Red Robin Comes Bob-Bob-Bobbing Along." Helen played it through first. We learned a phrase at a time. I'd say the words and then we'd sing the phrase several times. It went well and sounded good when we had it all put together.

The maracas' beat was worked on quite thoroughly in each class. It is so difficult to get one group to beat the secondary beat, I thought it was just the waltz time that was throwing them off, one primary beat, two secondary beats. But a march time proved just as difficult. Unless they beat the first beat of the measure, they can't seem to beat the secondary beat, but most who are supposed to beat the 1st beat seem able to wait through secondary beats without playing until their first beat comes around again.

In Class I as we were working out this pattern Al K came up front to "lead" one side and when I asked for someone else, Jim S volunteered. It was fun for all, but I didn't notice any improvement in beat. Connie R asked to lead, as we found another volunteer, Betty J, to lead with her.

We leave the maracas box near a post between their chairs and the exit door and they all lay them gently in as they pass by!

Class II wanted to sing "How Great Thou Art" for a closing number and Helen P stood up so I suggested we all stand, the sound was magnificent, so full and strong.

March 29 Teach "Ballin the Jack" to I; review in II. Practice together for Co. Supervisor's visit in April, "How Great Thou Art."

George P came in for Class I today and I asked him to come back for his own class later because some of the pupils in Class I seemed belligerent and antagonistic, is there a "class feeling?" He left, but came back in before we were finished and stayed through his own class, too.

Class I was enthusiastic learners of "Ballin the Jack" and laughed and sang well. They found the actions amusing and not too confusing though not everybody sways to the left or right at the same time. As I face them I do it backwards for me so that I am facing their left and their right. We were ready to go on to another song, but when Betty Newman came in we "performed" our new song and dance for her.

Then we sang "Easter Parade" and "Springtime In the Rockies." Al K again came up to dance.

The maracas were passed out and Kenny and Al led "When Irish Eyes Are Smiling." Connie and Gloria led "Red, Red Robin," and Marilyn and Elsie led "Don't Sit Under the Apple Tree." If you don't watch the beating, the maracas sound fine, but some are beating one to a measure, every beat, etc.

Class I moved from their chairs to an area where they could stand so that Class II could come in and sit on the chairs. There was some confusion in the moving but not as much as I had anticipated. We all sang "Happy Birthday" to one of the men on duty in the kitchen and then to two of our students; Richard K. and Helen P. Then class II stood and we practised singing "How Great Thou Art," it was magnificent! We continued Class II as we had in Class I, but no leaders for the maracas playing. (No one has volunteered and I haven't asked.) This group doesn't seem as demonstrative as the other.

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March, 1972
Helen Moss

March 1, 1972

GROUP I

As people came in we greeted them. Herman had previously helped us at the door since the wind was so strong. We appreciated his help and thanked him.

Al D showed us his snowflakes pictures - gave one to me.

Eugenia recorded songs and played them back. Most of the people listened well, there were only 2 who fidgeted. Songs recorded were:

1. Let Us Sing Together
2. Old Rugged Cross
3. You Are My Sunshine
4. Face to Face
5. Don't Fence Me In
6. America the Beautiful

Then we passed out the maracas. We sang and played "Daisy" (3/4) - 1 beat per measure. After the first half of the song we could tell that the rhythm became established. This was listened to when recorded back.

As the group left - several commented the maracas were fun.

GROUP II

Greeted the class as they came in. I asked Tiny if she would like me to play for her before class started. She chose and sang a song "How Great Thou Art."

Again the class prepared for singing for the recorder. Eugenia explained (as she did to the previous class) that she had to document the proceedings with a few words. Songs sung were:

1. Let Us Sing Together
2. Holy, Holy, Holy
3. Standing on the Promises
4. America the Beautiful
5. I've Been Working on the Railroad
6. The Blue Ridge Mountains of Virginia
7. God Bless America

This was played back and all listened attentively. As the class left, they commented how much they liked the maracas. George told us how much he enjoyed our music class. (Tony was the only one who did not take a maracas).

Linda N. asked me to read some letters she had received from a former friend of hers who had been in the home.

N.B. When I passed the box to pick up the maracas the first people were so careful to put them back without hitting one against the other. I commented on their caution and the rest of the people continued to be careful.

March 8

GROUP I

As people came in we welcomed them. Such a nice bright day!

Several members of the class asked about Florence. I told them she wouldn't be coming. They wondered why. I answered that she wasn't able to come anymore. When Joan Steele came in with her guitar, they clapped for her. I feel they are appreciative and gracious.

Eugenia had them warm up with "Let Us Sing Together." When they sang "You Are My Sunshine" (with guitar and piano) Eugenia passed among them and they sang well. I clapped for them and told them it was the best I had heard them sing.

Maracas were passed out as I played "Wagon Wheels" for them. They said they had heard that the night before on the radio.

Used "Daisy" for rhythm for maracas. It was amusing to watch Kenny S . He just couldn't stop using a 1-2-3-beat with each measure. Eugenia tried to have one side play the 1st beat - the other side the 2nd & 3rd beat - but Kenny kept on 1-2-3!

We also used "Onward Christian Soldiers" for march beat. Sang 2 Irish songs to prepare for St. Patrick's Day next week - "My Wild Irish Rose" and "When Irish Eyes Are Smiling." As I was playing "My Wild Irish Rose" Al K came up behind me and danced.

Had a returned member today.

GROUP II

As people came in, I welcomed them. This group always comes in so purposely - (the first group usually straggles in, but these people usually come in as a body.)

Herman was last today - wants comment on the nice shirt he had on, neat trousers, and his hair neatly combed. I complimented him on how well he looked.

Noticed Mildred had on a necklace - green and white - she always looks rather grim but when one speaks to her directly she always smiles quickly. She said she had received the necklace as a Christmas gift.

Gayle hurried past me rather sober today.

The group opened with "Let Us Sing Together." Noticed several did not sing - especially the women - Norman did not sing today at all that I could tell. They enjoyed singing "You Are My Sunshine" with the guitar. Also sang "Tennessee Waltz."

I played "Wagon Wheels." Norma knew the name of it almost immediately. Eugenia passed out maracas - tried several experimental rhythms as with the other class.

They asked to sing "Deep In the Heart of Texas" also to sing "How Great Thou Art," and "Home on the Range."

Sang the 2 Irish songs.

As they left the class this group was all smiles and showed exuberance. They also leave in a group, but always comment on how much they enjoy the music. One young man said to me, "You sure are a good piano player." I was surprised and, of course, pleased.

I told Terry she was a nice girl today. She is very outgoing and uninhibited. She seemed pleased. It seems to me that Linda M. is quieter since Terry came because they seem to have reacted in class about the same way - talking out - (looking for attention perhaps?)

March 15

GROUP I

Jim S welcomed us with an open door. Kenny S asked to bring in the box of maracas. Several other young men were waiting for us.

Eugenia introduced our guests for the day - Dr. Irene Weimers and Betty Aldine - who were visiting our groups - from Cherokee Mental Institute.

First we sang "Happy Birthday" to Steve. He was smiling and shy-- but he has been looking forward to this moment for the most of this month.

Our first group sang "Let Us Sing Together" it was sung with gusto - (they put out more when we have visitors, we notice.) Jim had asked for the "Soup Song." The singing of 2 rounds followed. "Row-Row-Row Your Boat," "Are You Sleeping?" I helped with one group. My group is used to following Eugenia so the first round they didn't all watch me, but the second was better in sound.

Betty Aldine played for the singing of "School Days." I walked about halfway back - Jim S showed me the page with the words - then he put his arm around me - I stood with my arm above the chair and his shoulders and he sang out. Clapped when we were through. They praised Betty's playing. They wished to sing "Singing in the Rain." Betty also played this for them. Everyone enjoyed this very much.

Maracas were passed out - also the triangles - used for 3/4 rhythm base - sang "Wild Irish Rose."

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Enthusiasm continued until the end of the session. This class sang the best I have heard them sing for sometime!

GROUP II

Welcomed people at the door. The ladies came in first. There was a break of time before the men arrived. We had 4 fellows in today - 2 of them usually work at Goodwill and the other two were newcomers.

Was especially happy when Gayle walked in. She looked me in the face and took hold of both my hands. I was very surprised and pleased.

Bob D asked about Eugenia's daughter who had played for them at Christmas week when I was gone - He commented on how pretty she was.

Betty Aldine offered to show the class the activity song "Ballin' the Jack." They enjoyed this very much.

Several laughed as they saw our efforts (the teachers) to partake in the motions of the song.

Maracas were passed--Irene and Betty mingled with the group and helped them to follow rhythm. We sang "Wild Irish Rose," "Home on the Range" with the maracas.

Noticed one of the students (lady) was singing a song to herself and shaking the maracas in rhythm. I deciphered the song to be "Jingle Bells," we used this procedure when at home as a child. We'd clap the rhythm and have others name the song we were thinking.

After various songs were chosen, we finished with singing "Sioux City Sue" (Linda had this written on a slip of paper ("Sioux City Sioux") the last group sang "How Great Thou Art." It was heartwarming to hear them!

Our class left and the smiles and words of "thanks" "see you next week" were spoken with enthusiasm. It was a very gratifying day.

Conference with Dr. Weimers and Betty Aldine. Betty is the supervisor of the home. Held in parlor. I failed to keep notes, but was pleased to hear comments from Dr. Weimers as to improvement she noticed as to our performance as teachers of the classes. It is difficult to judge improvement in our students since we hear them every week. But the way we function as the teachers and the relationships we establish are becoming more apparent to me as the sessions go on. It is difficult to ascertain individual development of the people because we see them in a group activity. But it is rewarding when they smile at us, sing lustily, and participate enthusiastically and miss anyone of us who is not there when they expect us to be.

March 22, 1972

GROUP I

We came in today, an early spring morning, our students had already begun to arrive. I greeted them and most were rather quiet. Had a smaller class today.

Connie asked about whether our guitar lady was coming. I hope she does. They look forward to her being with us. Betty J waved to me while I was at the piano. I waved back and she smiled.

Eugenia picked several songs from the Blue Song Book, then requests were responded to. After we sang "Let Me Call You Sweetheart" Jim S burst out "That's what Mrs. Webb and Mrs. Moss are--sweethearts." Eugenia commented that he said the right thing!

Introduced a song for spring "When the Red, Red Robin Comes Bob-Bob-Bobbin' Along." Sang several times.

Maracas were passed out. When Connie wanted to sing "Let Us Sing Together," Eugenia suggested singing it as she was distributing, the people kept their own time and did very well. There seemed to be mainly 2 distinct rhythms. One for each beat or 2 for each measure. This group enjoys the maracas very much.

Then we sang "You Are My Sunshine," "Daisy," and "The Caissons" attempting to get 1 side to be with primary count, the other side to do secondary count.

Hard to get some to stop beating every note.

Then Al came up to stand in front, help lead, he loves to be in front, Eugenia asked if someone else would like to lead the other side. Jim S volunteered. Everyone enjoyed this participation. I was glad to see one or two of them take the initiative. It was time to leave, but Connie wanted to lead her side so Eugenia asked for a volunteer for the other side. Betty J raised her hand, came up front and did exceptionally well in rhythm.

As the group left the glumness was absent from their faces. They smiled, expressed they had fun. Marilyn (who is rather solemn, said, "I'd like to be a leader, too.")

GROUP II

The girls and women were the first down. Linda N. gave me a slip of paper. After greeting all the people, I opened it and read it. It said,

> "Mrs. Moss is a nice person. Mrs. Webb is a nice person."

I showed it to Eugenia.

Gayle greeted me, there was no reluctance in her direct look at me and her handclasp was firm. Terry informed me she had company last Sunday. Linda M. said her mother was coming to see her.

We again used the blue song books. Two of the men did not use the maracas. Eugenia worked again on the rhythm of primary and secondary accents in a 4 beat measure. Finally attempted to get them to hold the maracas in 1 hand for 1st beat and use free hand for the secondary beat. This is a slow process. I try to play a heavy beat in bass to be a guide.

When class left, asked to sing "How Great Thou Art," Helen P stood up so Eugenia suggested everyone stand. After the song was sung, one of the cooks in the kitchen commented on how she liked to hear them sing the song. It was rewarding to hear her praise.

N.B. - Did not hear Terry today. She seems to have quieted down more.

N.B. - Tiny thanked me for playing "How Great Thou Art." She said, "That's my favorite song!"

March 29, 1972

GROUP I

This morning was bright and sunny, though chilly. It was reflected in the cheery greetings extended to us by Jim S , Steven, Kenny, and several fellows as we reached the building. They opened doors for us.

Everyone in this group came down smiling or not looking so dour. George, a member of the second group, came in, someone made a comment about his not being in this group. He left, muttering to himself, but after half the first class was over he again appeared. Stayed through until after the 2nd class was over.

Eugenia introduced "Ballin' the Jack" which as I played it was recognized by Jim S , this is an activity song and was enthusiastically received and sung. Betty came in so they performed it for her.

As we sang "Easter Parade" Al came up and danced, while we sang "Springtime in the Rockies" Eugenia passed out maracas and as the students received them they began keeping time.

Kenny and Al were leaders for "When Irish Eyes Are Smiling," Al stepped aside for me so I could see the people. I did not ask him to. I considered it very thoughtful. Connie and Gloria led the next song "When the Red, Red Robin Comes Bob, Bob, Bobbin' Along." Marilyn and Elsie conducted "Don't Sit Under the Apple Tree." This group was in very good voice and spirit throughout the music period. Eugenia had them wait until Group II came in and sat down.

GROUP II

Exchanged greeting with this group. Several people wished me a "Happy Easter." Eugenia had the 2 groups sing "How Great Thou Art." Then as Group I left she checked roll call. We had 4 additional men.

This group, usually quite cheerful, had several persons who seemed rather "edgy" today, discussion on who would sit where, etc. They were not as good in sound as usual. This carried through the whole period.

I forgot to mention that birthday songs were sung to Kenny, the genial baker who also arranges our chairs and Richard and Helen when the 2 groups were together. Kenny showed us a cactus plant in a pretty little red and gold fish planter he received for his birthday. He really has a green thumb.

Comment was also made as to the Easter decorations on the tables. They consisted of a square covered with aluminum foil, Easter lillies, rabbits (2), a green nest of eggs, and chicks. Very attractive.

Most of the songs sung by the first group were sung by the second group. Others sung were "Comin' Round the Mountain," "Christ the Lord is Ris'n Today," "Holy, Holy, Holy!"

Many wishes for a "Happy Easter" and see you next week were exchanged as our second group left.
11S2/14

April, 1972
Eugenia Webb

April 5, 1972 I had to stay home unexpectedly with a sick child, so found two volunteers to go out with Helen to help the classes sing. Florence Larson, our former volunteer helped and Mary Lou Turner were the women who went.

April 12 Many asked how my boy was, and were so pleased to see me again. They did speak appreciation of the ladies who had gone with Helen last week. The purpose of today's session was to have them sing songs we could use for the program for the County Board of Supervisor's visit next Tuesday. So I asked them to sing through many of our favorite songs, listening for tone and words. I told each class that we were to sing for the Supervisors next week and they seemed interested and willing. We used the maracas, too, on several numbers, but not for many because I have noticed that they do not sing as well when they are busy with the maracas rhythms. (Clapping rhythms of a song doesn't seem to disturb their singing.) Helen Moss and I met together later in the day to pick the specific numbers to be sung by each group and as a whole chorus.

April 19 After our program of yesterday when the pupils sang so well and were involved so long, I was afraid we might have a big let-down, but they were riding on their exuberance over their fine performance, I guess! The enthusiasm was still high and they enjoyed the new record player and the new song books which we had introduced on Tuesday while we were waiting for the Board Members to come.

Our guitar player, Joan Steele, was back with us on Tuesday after a long absence and we all enjoyed her so much. We sang a lot with her before our formal program and used her in several songs during the program. She is a real addition and the singing blossoms.

The pupils enjoyed the record, "The Streets of Laredo," but it was a little "off" in its sound. At a suggestion from the group we checked the speed and found we were playing a 33 1/3 record on 45 speed! We listened to a couple of selections from Music Man (I had intended just to play "76 Tombones" but set the needle down in the wrong spot so we went ahead and listened to the lovesong "Goodnight My Someone.") Then we learned the song "76 Tombones" from our new song books. The only other song we did (having spent so much time with the record player) was "Sioux City Sue" for which we have all the words in our new book.

I tried to have some music on the record player so Class II came in and they enjoyed it. We listened to some marches and I tried to get them to "mark time" with their feet. They recognized "Stars and Stripes Forever." We then passed out the new books and sang a number of songs from them. They seemed pleased with the new books.

April 26 Our guitar player is going to be coming each time, she plays along on almost every piece. And the classes like to sing "Tennessee Waltz" which she leads them in by herself. The range is low but everybody loves it and when the piano isn't playing you can hear the guitar so much better, but the people don't sing out as strongly. It's a nice "change of pace" but we do need the support the piano gives us to really sing out.

We learned "I Like Mountain Music" and clapped to it. They always want to do "Ballin the Jack," "You Are My Sunshine," "School Days," I ask them to do "Red, Red Robin," "Bicycle Built for Two," "I've Been Working on the Railroad." We used maracas today without any special beat emphasis on work, just for enjoyment. Kenny has been using a couple of pencils or sticks to beat on a chair seat as a drum. He'll pass up maracas when he gets going on that.

Class II sang "Happy Birthday" to Norman and Terry. Request for "Polly Wolly Doodle" which we hadn't sung in a long time. Terry is quite disturbing to some. Norman especially frowns at her loudness. She moved from in front of him today to another part of the group, but she was disturbing to them, too, (Barbara especially). And Linda N. turned around to frown at her and she and Terry had a short exchange of words. Linda cried after awhile (while we were singing) and after class I asked her why. She said the lady next to her, Mary J., had said some unkind things to her--so rather than having a quarrel with Terry as I had supposed, she was upset with Mary.

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April, 1972
Helen Moss

April 5, 1972

GROUP 1

This Wednesday found me driving out to the County Home with a bit of hesitation. Eugenia was unable to come because of illness in the family. But I had the assistance of Florence Larson and Mary Lou Turner. I was about 10 minutes late and this concerned me because the class is usually quite upset if we aren't as prompt as they are. But Mrs. Newman had them in their seats and had kept them occupied and they received us as usual. Greetings, applause, and concern over the illness of Mrs. Webb's boy.

They were happy to see Florence again. She called the role. We introduced May Lou to them. The hymnals were passed out and we allowed them about 20 minutes choosing hymns. Their choices were:

In the Garden
The Old Rugged Cross
Onward Christian Soldiers (kept time with feet)

and several others.

As I played "The Man on the Flying Trapize" (this was a request by Jim S who said they were going to the Shrine Circus the next day) the maracas were distributed by Florence and Mary Lou. We then sang "Daisy" to stress beat on the first note of each measure. I told them to listen to the piano as I would emphasize the count. "When the Red, Red Robin Comes Bob-Bob-Bobin' Along," there we gave them free rein to shake when they wanted to.

As we sang "Deep In the Heart of Texas" we used the maracas in place of the clapping usually done, the maracas were put away after "Let Us Sing Together" was sung.

The group stood and sang "How Great Thou Art" in which we emphasized beginning together and ending together.

Goodbyes were then exchanged with many of them hoping Eugenia's boy would soon be well.

GROUP II

Greeted everyone as they came in, Mary J said, "I probably won't see you next week." She has for the last several weeks expressed her feelings about leaving. She was the one who some weeks ago said she'd been here 9 months she'd have to celebrate.

Then Helen P looking very well groomed said, "Well, I'll still be around here. I had a nice Easter. A letter from a niece and card from my "big shot" brother.

Florence took attendance (several people came in later, too) Mrs. Newman stated that several of the fellows were out working on the lawn and farm.

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Again the introduction of Mary Lou, report of Eugenia's reason for absence, hymnals were passed out, songs chosen were:

In the Garden
Tell Me the Story of Jesus
Open Mine Eyes
I Love to Tell the Story
God of Our Fathers

We then passed out the maracas, played "Daisy" (1 beat per measure), "Home on the Range," "Deep in the Heart of Texas" (had to stop and begin again because the maracas were being used when they weren't supposed to use them.) "When Irish Eyes Are Smiling," "Goodnight Irene," "My Wild Irish Rose," "When the Red, Red Robin," "How Great Thou Art," "God Bless America."

As this group left again there were many requests for swift recovery of Eugenia's boy.

Both Florence Larson and Mary Lou Turner assisted with finding page numbers and mingling with the group. I felt the classes were uncertain whom to watch for direction since they are accustomed to Eugenia. Finally I told them to watch Mary Lou after they looked at Florence or me. Feel the classes were better than if I had been there alone.

GROUP I

We were greeted at the door as we turned the corner of the drive with the flailing arms of Jim S . There were 4 or 5 other fellows waiting at the door of the lunchroom.

Greeted others at the door, informed me they have new pianos (pianos given to the home up in the living quarters.)

Betty had a new permanent, asked if I liked it. Gloria informed me she had a birthday this week. Mildred commented that the piano sounded much better. She seems to have a very good ear. Connie asked how Eugenia's boy was feeling after his sickness of last week. We sang "You Are My Sunshine," the class asked for the "Soup Song," "Sioux City Sue," "Tiptoe Thru the Tulips," "Let Us Sing Together," "Ballin' the Jack," "Red, Red Robin." (Al danced) "School Days," "The Star Spangled Banner," "God Bless America," "Don't Sit Under the Apple Tree."

The class dismissed and the new class came in. Eugenia announced the program set up for Tuesday, April 18, with the County Board of Supervisors.

GROUP II

Greeted the class as they entered. They sang: "Don't Sit Under the Apple Tree," "Trail of the Lonesome Pine," "Don't Fence Me In," "Row, Row, Row Your Boat," "Home on the Range," "Springtime in the Rockies," "Ballin the Jack," "Smile Awhile," "School Days," "When Irish Eyes Are Smiling," "Daisy," "How Great Thou Art," "Deep in the Heart of Texas." Maracas were used in both classes. They are showing improvement in their rhythm movements as a whole. There are still a few who will shake continuously instead of on beat.

Eugenia came over to my home and we made up a program to be used for the Supervisors. We chose songs best sung by each group. There will be songs sung by 2 groups together, some others by each group and some in which they will use the maracas. (Betty Newman told us of the chording George was able to do. He performed for us, was accurate notewise and rhythmically. His chords in correct progression. I wish I had as true an ear.

Note given to me by Linda N :

GOT HOLIE WHOLE WIRE WORLD
TO MY LOVE OLD LONR
ON TOP OF OLD SMOKY

April 18 Singing program before the Board of Supervisors.

Both groups of students came in mass, seated in their 2 groups.

Guests present were:

Jane Sellen, Supervisor from WIT
Teachers - Jean Rhinehart, Mary Croston, and Mary Walding.

We passed out maracas and sang several songs. The members of the Board did not appear until 11:10. (They were visiting down at Goodwill Center.)

Joan Steele was there and all the students were so happy to see her again. We sang "She'll Be Coming Round the Mountain," "Don't Sit Under the Apple Tree," "Trail of the Lonesome Pine," "You Are My Sunshine," gave them exercise with "Ballin the Jack," "Daisy," (used the maracas), also sang "When I Grow Too Old to Dream," "It Is No Secret." We also stood and exercised so we could get a change from sitting.

Finally the Supervisor came in along with Dr. Brooks, psychiatrist and consultant from Cherokee, and Travis Campbell who has charge of our Woodbury County Home. Mr. Wilcox and Mrs. Anderson were the only 2 supervisors who heard our program. We were sorry the men were not there because our people sang exceptionally well, conducted themselves properly and followed Eugenia superbly.

Our program was as follows:

Both groups sang:

"Let Us Sing Together"
"Ballin the Jack"

Round (unaccompanied) "Row, Row Your Boat"
"Trail of the Lonesome Pine"

Group I:

"In the Garden"
"Onward Christian Soldiers"
(Mary Walding, one of the teachers, chuckling said she noticed Al (who is Jewish) standing up and really performing rhythmically as we sang this number. Al loves to dance and often responds this way to rhythms that appeal to him.)
"You Are My Sunshine"
"School Days" (maracas)
"I've Been Working On the Railroad"

Group II sang:

"The Old Rugged Cross"
"Holy, Holy, Holy"
"Irish Eyes"

Then both groups sang "How Great Thou Art" and "God Bless America."

Mary Croston, another of the teachers said their singing of "How Great Thou Art" gave her "goose pimples."

As the classes retired we shook hands with them exchanging farewells, "See you tomorrow."

Helped get tables and chairs ready for the people to eat, then went into the classroom to hear the teachers explain their teaching, processes, problems, solutions, curtains had been made for the windows, red and blue plaid across the top, plan to paint the desks. They have suggestion box, had had a "caucus" (result of their newspaper) were interested to hear that Mildred writes poetry, will ask her to write one or give us one which we can set to music. Heard of the progress of Gayle who is one I have commented on and how she is responding (this is corresponding with the progress she has shown in her reactions in our class.)

Dr. Brooks asked the question he has often asked, "Is this type of program beneficial, necessary?"

My answer to him was, "We are opening doors!" These people have as much right to step through the door as any of the people who are able to go to college or able to take advantage of opportunities that are available to them. Many of them are born with physical conditions and have to live with them. Others suffer from emotional and physical handicaps they can't cope with by themselves. They need the help and love of those who can assist them.

There have been break-throughs in so many areas of our society, medicine that is helpful to these people, the growth and development of psychiatry, changes in public attitudes toward mental problems, awareness unexplored educational vistas, that some of these advantages should be available to this segment of our society.

April 19

GROUP I

Arriving at the County Home today after our big day yesterday we wondered about reactions of our students. From comments made as we greeted them it was a memorable day for them as well as for those of us involved.

Ron said, "Thank you for yesterday. That was really something."

Jim S said, "When can we do it again?"

Other comments such as, "That was sure fun!" Another said, "Do you know we sang all the rest of the day?"

I can't remember all the rest but am wondering if the fact that these people, having had a chance to give of themselves may not have been the real reason for their exuberance?

Eugenia brought the record player, we got it set up and chose a record, "The Streets of Laredo." The vocal had a shaky sound to it. Two of the students came up (men) and said "I believe you have it set wrong." Sure enough, it was on 45 instead of 33. They knew where the dial was. It doesn't speak well of our mechanical abilities, does it?

We then chose a couple of songs from "The Music Man." The first was the lovesong, it wasn't really appreciated too much, but one of the fellows did say the soprano had a good voice like Eugenia's. Then on came "76 Trombones." Since this was the song in our new books Eugenia wished them to sing, we listened, then found the song in our books and proceeded to learn it.

We followed with the verses and chorus of "Sioux City Sue."

This group was then dismissed.

I asked Mildred if she had any poems we might be able to set to music. She thought she might have a couple. Hope to surprise Eugenia with this.

GROUP II

As people came in I felt they were more alive, they also made comments on what a nice time they had yesterday. Gayle spoke a few words to me, not sure of what she said, but the effort was there. Noticed she moved her lips during singing even though she was looking around.

Mary Jo was not there today due to not feeling well. Connie and another girl informed me of this.

Eugenia played a march on the record player. Then we sang songs from the new book: "Dance With A Dolly," "Everything Is Beautiful," "In the Shade of the Old Apple Tree," "He's Got the Whole World in His Hand," "Sioux City Sue," "Kum Ba Yah," "Till We Meet Again," and "Let There Be Peace On Earth."

Books were passed in and the class moved out, people thanked me for coming, George again said, "I surely do enjoy the singing class."

Then Joann played on the guitar and sang "Tennessee Waltz", many joined in with her to sing. Sang "Polly Wooddle Do" as maracas were passed out, "Deep In the Heart of Texas," "Home on the Range," "I've Been Working on the Railroad" and several songs also sung by the first group.

There was a bit of unrest during this class, the feud between Linda and Terry goes on, Linda turned around and looked at Terry, Terry very uninhibited, talks loud, she also sings so loud, that she is a bit disturbing around her. Norman sat behind her and must have poked her with his feet, she got up and flounced over to another seat in the second row behind the juke box, then I couldn't see her, but Barbara's reactions were very noticeable. At first she laughed, then covered up her ears, it must not have helped much, she looked at me helplessly and did not seem to know whether to laugh or cry.

As people left we shook hands with them. Gayle no longer shuns me. She is certainly showing a very slow progress in participation.

Afterthought: It might be possible to set Mildred's "Spring" song to "Melody in F" - Rubenstein. Might have to change a few words.

Spring

Now is the time of flowers in the rain
And when the Easter Bunny peeks at the window pane
Then he brings lots of candy
To treat all of us fine and dandy
A bundle of lilacs and roses will come
A time of cheerful laughter and fun
The months of spring, April and May appear
Someday we will wear
raincaps and raincoats
Full of cheer.

Mildred Reenes

35/4

May, 1972
Eugenia Webb

May 3, 1972

Since we had not used our new Green Song books last week because pages had become loose, I asked Class I to spend time at the beginning of class to fix the bindings. It involved getting the separate open rings of plastic (which slip through holes punched along the edge of the pages) tucked under a solid strip that acted as cover and lock for them. The students were eager to help in this project and most could handle the assignment with a minimum of demonstration. But it did take up quite a bit of our singing time, so we only sang a few songs from them. I showed the class the Table of Contents so they could quickly find names of songs instead of leafing through the book. (I discovered the Table of Contents is not alphabetized, and will ask for one that is). We ended our class by singing all the verses to "Sioux City Sue", one of their favorites. (We had sung "Happy Birthday" to Alfred D after we completed work on the book bindings and he was so pleased).

Class II enjoyed the Green Books. I told them about the work done by Class I and they expressed "thanks". Someone in class mentioned it was the cook's anniversary, so I brought her out and they enthusiastically sang "Happy Anniversary" to her. She often comes to a window from the kitchen and listens to the singing, she enjoys it very much.

May 10, 1972

I took the new stand for our record player out today and we played a Music Man number and some marches. We also played hymns sung by Tennessee Ernie Ford and sang along on the first verse of several of them. But as the 2nd or 3rd verse came up the pupils began to drop off participating; however, they listened while the song finished. I shall have to find some more appropriate records for them this summer so that we can use the player more efficiently.

I spent a good part of each class period working on "Kum Ba Yah" from our Green Book. It has a recitation section in the middle while the music is played as background, then a key change for the last 2 verses, a good program number! We are going to do a short program for some women who put on a Birthday Party once a month for the residents, a "thank you" to them and a chance to try another program since the one for the County Supervisors was so successful! The program will be Thursday, May 18, so we have one more rehearsal time.

We tried several new songs from the Green Book figuring out the accompaniment to ones we didn't have music for. The pupils are very patient with us when we do this.

In Class I, Kenny S has been bringing in his own rhythm instruments lately; pencils to "drum" on a metal chair seat with or ruler, type wooden stick which he also uses as drum sticks, sometimes two in one hand so that they beat against each other as well as on the chair seat. Al K wants to dance each time and is very rhythmic, but his dance steps are simply stomping one foot and then the other, sometimes bringing the "free" foot to the one that has stomped the beat before using it for the next beat stomp.

In Class II, Gladys wanted to sing "In the Garden" as a solo, so we asked her to do this. The class listened attentively and clapped when she finished. She has good pitch and she was so pleased to have sung. I noticed that Barbara and Gayle had some unpleasant moments, neither could sit straight and sing but turned toward each other with irritation. I went back towards them and eventually they responded by joining in the song.

After Class II we went to one of the wards to see Mary Jo who had returned from the hospital. She is very withdrawn. The women were anxious to show us their work or possessions.

May 17, 1972

Today I wanted to go over numbers to be used in the program tomorrow, especially the speaking section of "Kum Ba Yah". We sang "Happy Birthday" to Robert D (a former pupil now working at Goodwill who visits us from time to time), Helen P., and Gladys. I tried to explain to the classes how we would do our program tomorrow, as it's to be only 10-15 minutes long we will stand together, rather than sitting as we had for the supervisors. And we will sing as a total group, not by classes. They are looking forward with pleasure to this program. Alfred D has been recently captivated by anchors and has had several pictures with him the past weeks. Last week we sang "Anchors Aweigh" and he almost laughed out loud with joy. Joan, our guitarist, had a zipper pull plastic anchor and she gave it to Al after class, he was so thrilled!

May 18, 1972

Just a brief note about the program; it went well, and the students followed directions as to gathering together by the piano for the program, we must have 2/3 of the residents! We had to share maracas, and they were most cooperative; some used them on one song and then gave them to a neighbor for the next. They handed in the maracas in a very orderly fashion. We also passed out the Green Books for "Kum Ba Yah" (I'd turned them to that page beforehand) and returned them afterwards. Several students voiced requests for a particular song, but accepted my explanation that since this was a program we couldn't sing extra songs. I did make one exception, beforehand, Linda M had asked us to do "Goodnight Irene". I told her we'd wait and do it in class, but she said it was her mother's name and since she was visiting that day could we please sing it. Of course I said we would!

There were only 3 women from the Climbing Hill Church there, but with the addition of staff and some visitors we had a nice audience. Helen Moss played the piano for the lymn singing at the devotional period following our program.

May 24, 1972

I wanted to start learning a new song, "Yellow Bird", with Latin rhythm so that we can use the maracas with it. We tried several ways of getting the new rhythm across: Helen played it on the piano; I spoke the words to the rhythm; the class clapped the rhythm of the words. We took it by sections (3, each with a different rhythm and melody line). The readers had a fairly easy time, but people who couldn't read were fumbling with the words and didn't get the rhythm as easily. The rhythm came more plainly when we clapped without words, but with piano.

We sang a couple of familiar songs first, worked on the new song, and finished with more familiar songs. Mary Jo was back in class and participating, though not enthusiastically. We had a new woman in Class I, a new resident. More of our men were in class though for quite a while.

We were singing "Everything Is Beautiful" as a final number in Class II and when we had trouble with one section of it I decided we'd try to iron out the rhythm confusion a melody line. So I spent extra time before dismissing class working on the bad spots, then we sang it through and it sounded so much better. Pupils seemed pleased with their efforts.

Margaret C , an occassional attender seems very withdrawn and doesn't want to shake hands, but when I took her hand as she was leaving she gave me a slight smile. She does sing part of the time. Jim S , who is so very verbal, talks extremely fast with slipped words and sentences, seems to calm down as class progresses and isn't as difficult to understand when he leaves.

May 31, 1972

Several women in Class I got off to a bad start. Mary Jo, Connie, and Betty S. like to sit together in front row. Chair arrangement was 2 - aisle - 3. Betty S. had moved a chair into the aisle so she could sit with her friends and Marilyn D., Doris, and Elsie were in the 3 chair side. I asked Elsie to move back a row and the other two women to change sides with the 3 who wanted to sit together. (This hasn't been a problem becuase Mary Jo has been gone for quite awhile). Everyone was cooperative except Marilyn, who said she didn't want to sit by Doris, but she had been sitting next to her on the first side! Reasoning didn't calm her down so I told her she would either do as requested or leave. She hit at Connie as the seat exchange took place. I reprimanded her for this but let her stay. She was very surly for awhile, and I ignored this and went on with the class. Gradually she began to sing along, at the end was smiling and requested "You Are My Sunshine", a favorite of hers. She apologized to me as she was leaving and smiled and thanked me for letting her stay and sing.

I passed out maracas as we were singing "Bicycle Built for Two" and we used them for several waltz time numbers. I asked the class to share the maracas for "Yellow Bird" so that each person could have 2 maracas, and we sang it twice so that everyone had a turn. I had thought the rhythm would be more precise using both hands, but it wasn't. We sang two more songs, everyone with one maraca, and they put them back in the box as I passed among them on the last song.

For Class II, I used the same procedure for passing out maracas and collecting them. But I had everyone use only 1 maraca for "Yellow Bird". The rhythm was less confusing. We had very few men today, most were in the fields.

42/3

May, 1972
Helen Moss

May 3, 1972

Group I

The class was already seated when we arrived today. Went around and shook hands with all of them.

Our new books were distributed -- some of the leaves had separated so those that were loose we passed out and showed our students how to get them together. They helped us. This was much easier for us than doing them ourselves and also gave them a feeling of participaiton. Most of them had coordination good enough to be able to help (the books have plastic bindings).

Al D   was so delighted when we sang "Happy Birthday" to him. He has such a radiant smile. If his eyes focused correctly he would be a handsome man. He stood while we sang and then said, "Thank you, thank you!"

We then sang some songs from the new book - "Kum Ba Yah", "Comin Round the Mountain", "Mountain Music", "You Are My Sunshine". Eugenia showed them the Table of Contents - explained how it was set up.

We sang "Sioux City Sue". The class adjourned for the day.

Group II

Greeted people as they came in. Helen P   greeted me with a smile and great dignity - her head up in the air and bowed to me - I greeted her in turn and bowed everyone back of her laughed with enjoyment - it was a very formal "fun" greeting!

We sang "Sioux City Sue" - then "Happy Anniversary" to Betty, the cook, she was pleased. She came out and listened. She enjoys hearing the singing classes very much. Seems to be a very warm, pleasant person.

Also sang "There's An Old Spinning Wheel in the Parlor" , "Kum Ba Yah", "The Old Rugged Cross", "Face to Face", "Open Mine Eyes", also some songs sung by the first groups.

Do not believe the people as highly animated as weeks before. We have had such dreary weather for so long, there was a little sun and it was warm enough for people to be outside walking for awhile before coming into class.

41/5

May 10, 1972

Group I

Arrived at the Woodbury County Home today with hope of continued sunshine. Saw quite a few of the fellows out in the field planting (learned later they were planting onions) - so figured we would have fewer men in our classes. This proved true today!

I carried in books while Eugenia maneuvered a metal cabinet on which to place the record player this also included shelves on which to place records and room for our overhead projector.

Joan also came in ready to play the guitar.

We opened class by singing "I Like Mountain Music", "You Are My Sunshine", and "Sioux City Sue" - sang all the verses to this song using our new books.

Eugenia announced we were preparing for a short program to be performed for a group of ladies who come to the home every month from the Lutheran Church of Climbing Hill, Iowa. (Eugenia later informed me these ladies have come for many years and our program is to be a "thank you" from the residents of the home.) One of the songs we will sing is "Kum Ba Yah", an African spiritual. We sang this several times and gave extra practice to the recitative between the 4th and 5th verses. (Choral speaking).

We then sang "Michael Row Your Boat Ashore", "Dear Hearts and Gentle People" with Joan, Eugenia, and me getting the middle melody together. Al K danced this song with us and asked to do it again, which we did. It was nice to have Al back, he has been ill while visiting at home for several weeks. We then sang "Dance With A Dolly" and finished with "God Bless America".

Group II

Greeted people as they came in. Helen P. had broken her false plate but said she was to get them today. Terry had mitts on both hands, she said they were to keep her from irritating her lips which were badly chapped. There were only three fellows who attended class today, others were working.

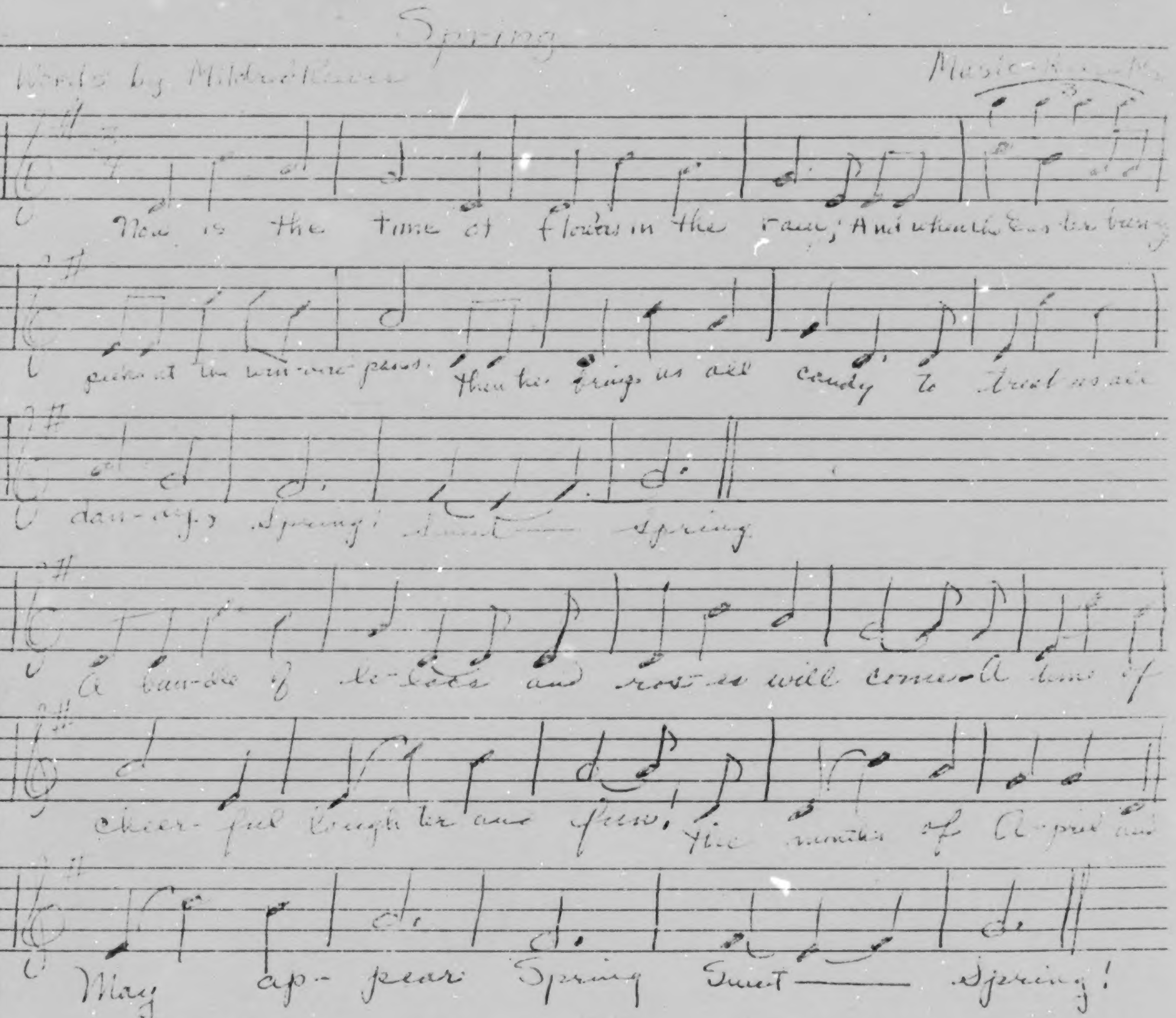
We sang several of the songs also sung by the first group. Today Group II was very responsive. When they sang "I Like Mountain Music" their enjoyment was very evident. Mary K. was smiling as she sang. I even saw people with their eyes almost sparkling as they clapped the rhythm.

Other songs requested were "Let Us Sing Together", Norma said, "I really like this song." She knows a great many songs and all the words and verses. We sang "In the Garden", Gladys had commented last week that she liked to sing this song as a solo. She did sing and it was very moving. She has a lovely quality to her voice and it was well within her range. We also sang "Holy, Holy, Holy" for Tony, the "Tennessee Waltz" with Joan leading, "Ballin' the Jack", and finished with "How Great Thou Art" (sang all 4 verses).

The class retired. Gayle leaving in tears, Eugenia said she had noticed that Barbara and Gayle had been irritated some during class. I forgot to mention that Gayle came down to class by herself (unusual because she is usually with one or several of the other girls). She talked to me, believe she tried to say "Good morning", made other sounds but I was unable to distinguish them. This does frustrate me a bit when I can't quite understand what the people say. Wish I had the "gift of tongues", perhaps it would help.

Also showed Mildred the melody I had arranged for her poem. Explained to her I had to leave out the last line and insert the words "Spring - Sweet Spring as a refrain.

4/8


Spring
Words by Mildred
Music
Now is the time of flowers in the rain; And when the Easter bunny
peeks at the win-dow pane. Then he brings us all candy to treat us a-
dan-dy; Spring! Sweet — Spring
A gar-den of vi-olets and ros-es will come — A time of
cheer-ful laugh-ter and fun! The months of A-pril and
May ap-pear: Spring Sweet — Spring!

She asked if she hadn't given me two more poems but I explained to her I had been given only two. The other one was the Halloween song and since it didn't fit this season of the year I didn't attempt the melody. (I have explained in a previous section of my diary about her poem of "Five Little Pumpkins")

Mildred said it was all right to make the necessary changes. I like the optimism as expressed in her words of the poem.

Eugenia and I stopped to chat with Mary Jo (in the dormitory) who had returned from the hospital. She was not too responsive and looked so forlorn. Connie was also absent from class today. She showed us crocheted rugs she had made and said she would make one for each of us. Commented it was difficult to get rags with which to make them (this might be a project for some interested group or organization). The girls also pointed out to us the lovely "feather" flowers someone had made and given to them. They were a pink and green combination and very pretty and colorful.

Helen P. showed us her dress which she had finished ironing. She said she expected a couple more new ones for her birthday.

May 17, 1972

Group I

While driving up the lane we met 4 of the students walking up the road. Others were planting peppers in the field in front of the home, they waved and clapped when they saw us.

We greeted students as they came in. We began by singing "Happy Birthday" to Robert (he works at Goodwill and had shown us a face he had which was made there of a hairy material). Later Betty showed us a blue and red flower one of the men had made and given to her. She said "It is a Mother's Day gift." The class sang: "76 Trombones", "Anchors Aweigh", "Sioux City Sue". Joan played alone with me she had been doing some interesting improvising.

Then we sang; "Kum Ba Yah", "How Great Thow Art", "Let Us Sing Together", "Red Red Robin".

Eugenia talked to them of the program we were to do tomorrow for the Climbing Hill ladies.

Group II

"Happy Birthday" was sung to Helen, she had her new dress on and looked very happy. We sang "How Great Thou Art", "Put your Hand in the Hand", "Kum Ba Yah", "76 Trombones".

"Happy Birthday" to Gladys, "Red Red Robin", "Tennessee Waltz" was requested by Joan, Terry thanked her, "Mountain Music".

Al D. has been carrying around pictures of anchors and Joan gave him a plastic anchor that was on the zipper pull of her dress. He was very proud of it and showed it to all of us.

We parted from the class saying, "We'll see you tomorrow."

May 18, 1972

Another beautiful afternoon found us at the home for our program for the Climbing Hill ladies. Linda's mother and another lady and little girl were there. Linda was very happy, hated to leave her mother's side. She did come down and sing with us.

I went around and shook hands with all of the residents at their tables - only Margaret and one other young man refused. Several of the members offered their names to me and at the last table Jim S introduced me to those whom I did not know.

Coke was served to everyone - we met the 3 ladies from Climbing Hill. They informed us that every month 40 different institutions and old people's homes are attended to through the year. Their minister has a meeting with them each month to help them with the devotionals.

We then proceeded to sing a group of songs, attendants, cooks, etc., listened to us. Our two classes comprised almost two-thirds of the people in residence at the home. Our songs chosen were:

God Bless America
Let Us Sing Together
Springtime in the Rockies
Trail of the Lonesome Pine
When the Red Red Robin
Irene Goodnight (this was for Linda's mother who is named Irene)
I Like Mountain Music
Kum Ba Yah
How Great Thou Art

Then devotions were given, the main theme was the Blessings of God and when the moderator asked for their idea of blessings one of our class responded by saying "Music". This was a highlight to me of our year's work.

Then the moderator asked what songs all would like and hymns were chosen by the residents. We must have sung about 15 or 20 minutes. I was glad to be able to accompany them.

May 24, 1972

Group I

Today was a cool day. Several of our second class were out for a walk. Jim met us at the door, talked to Eugenia all the way down. The class filed in and as Eugenia took attendance I went around and shook hands with everyone.

Our first song was "In the Shade of the Old Apple Tree", Sioux City Sue", Al K. danced to this.

Eugenia introduced "Yellow Bird", this is a Latin American number, will be excellent for maracas. It has 3 separate rhythm patterns, based on syncopation. The last 2 sections each have a rhythm pattern. This will be a growth development

41/10

a change from our 1-2-3 or 1-2-3-4 patterns. It will be 1-2&3&4. The class clapped this rhythm, seemed to do fairly well with it. We spent quite a bit of time getting the feel of the rhythm and the words and the class did not get restless.

Eugenia congratulated the class on their performance of last week for the Climbing Hill ladies and the class showed their pleasure by nodding and smiling at her words.

Then we sang; "Let Us Sing Together", "Ballin' the Jack". Eugenia stepped up the rhythm the second time we sang the song.

Mary Jo was back in class, a new member, Regina, an older lady who let me know her hands were swollen with arthritis. We had more men return perhaps motivated through our performance with Climbing Hill ladies.

Group II

Had an increase in attendance in this class too. More of the fellows in class. Gayle looked for me to shake hands with her. I asked her how she was today. She said, "Fine" very plainly. Linda M. seemed less tense, more outgoing. Perhaps her visit with her mother helped. She doesn't always participate in the singing.

Our songs in this group were; "The Old Spinning Wheel", "Wagon Wheels","Everything is Beautiful", "He's Got the Whole World in His Hands", "Yellow Bird" (new) same procedure as in other class, "Holy, Holy, Holy", "Tennessee Waltz" with Joan on the guitar, the class singing with her.

We also spent some time on "Everything is Beautiful". It has a type of syncopation after the hymn section and Eugenia wanted them to get the feel of the difference. There are doubles and thirds and an unusual skip in the last repeated chorus, a change in cadence.

Everyone but Margaret shakes hands and she avoided looking at me and when she left I did not see her.

May 31, 1972

Group I

Greeted people as they came into class today. It being very cool today there were comments., Jim S , rather voluble, and complaining about things in general, but when he left was more relaxed and smiled. Not as many men in either class today. They were busy elsewhere.

Eugenia passed out maracas and we sang; "Bicycle Built for Two", "Let Me Call You Sweetheart", "Springtime in the Rockies". All of these in 3/4 time. This was warm-up to "Yellow Bird"; they used 2 maracas for this - right - left - right to emphasize Latin American tempo. Had to share maracas, each received a turn. Sometimes a reluctance is shown in giving up, and they are watchful to get a turn.

Then we sang; "Sioux City Sue", "Trail of the Lonesome Pine (passed maracas in), "Let Us Sing Together", "Ballin' the Jack", "I Like Mountain Music", "On the Railroad". Asked to hear "Tennessee Waltz" with Joan on the steel guitar, they sang with her. Marilyn, who had been pouting at first suggested "You Are My Sunshine".

Have noticed this release of tension so many times. There may be bickering between individuals, or just a sullenness or withdrawal in an individual and the music class seems to relax them because can notice this difference when they leave the class.

Group II

Greeted class as they came in. They first sang; "Let Us Sing Together", "How Great Thou Art", "Kum Ba Yah", As "Sioux City Sue" was sung the maracas were passed out by Eugenia, then she introduced the rhythm of "Yellow Bird" but did not share maracas. "You are My Sunshine", "Ballin' the Jack" (they really stretch arms up), "Daisy" (Bicyle Built for Two), "Wagon Wheels", "Holy, Holy, Holy". Several members of the class were very interested in a hand bag I have. It is beaded and has blue, white, red, yellow, and green beads. They asked to see it and scrutinized it very carefully.

Joan informed us she will be on vacation for a week or so. Know that everyone will miss her.

41/12

June, 1972
Eugenia Webb

June 7

We arrived about 5 minutes late for Class I and most were in their seats, waiting patiently! Bob was visiting again, and he is so disruptive because he likes to carry on a personal conversation to the exclusion of class work; but I finally told him we must get on with the singing because that's why we had met and I had to talk "through" him and ignore his conversation to get started. Once singing had begun he quieted down and participated. We started by passing out our newer word song books and I told about the new song in the back and the new alphabetized Table of Contents, spending a few minutes on the subject of the alphabet to help find song titles by first names.

We also spent a large portion of time (up to 15 minutes) working on a section of "Everything Is Beautiful' because it has a difficult rhythmic pattern and melody line. The class as a whole was very responsive and tried to sing it as it was demonstrated. I was surprised to find we'd spent so much time on it, because attention didn't lag. We didn't get to sing as great a variety of songs because we ran out of time. Al always has to dance up front, so we chose "Sioux City Sue" for him; and then I asked him to go back to his place while we all danced to "Ballin' the Jack." It was a struggle, and I had to use a firm voice and push a little towards his chair. He is getting very persistant about staying up front to dance.

Class II

There were three birthdays coming up (or just past), so we sang "Happy Birthday" to Tiny, Tony, and Dennis. The honorees always smile broadly and the class always claps afterwards. We sang "Goodnight, Irene" as a special favor to Linda M , who doesn't sing much ususally, but always smiles and joins in on this one. As we were singing "He's Got the Whole World in His Hands" Linda Neilson started to clap and as a few others joined in I did, too; and then the whole class joined in. A request for "Yellow Bird" brought out the maracas, which we used for only a couple of songs and then collected again. They seemed in especially good voice today and enjoyed the rhythm work. Both classes asked for our guitarist, who is on vacation!

June 14

We started by singing "Happy Birthday" to Jim--he was really elated and exuberant. He kissed me on the cheek afterwards, and went over to do the same for Helen, to the delight of the class. There were several teasing remarks tossed out! We used our older word song books as a refresher, and the class enjoyed choosing some of their old favorites. Then, in honor of Flag Day we sang a couple of patriotic songs. When we "changed the subject" and sang "Sioux City Sue" Jim wanted to come up and dance, when Al came. He did a step similar to Al's, a stomping with alternate feet on the beat, but with more swaying of the body. We had everyone dance on "Ballin' the Jack" and the two men went to their places for that.

After Class I, Regina stopped to tell me she used to work for the phone company and some of her friends were coming to see her and wanted to show them the song books given us by the Telephone Pioneers.

As I was taking role for Class II, Tony came in and before he went to his seat he came up to shake hands with me and Helen. He always likes to shake hands as he comes into class, but he usually isn't late. Mary J asked especially for "In the Good Old Summer Time" so we started with that. We were also using the older song books and sang quite a few of the old favorites we hadn't sung in some time. We closed with the patriotic songs (I thought) but then Tony wanted to sing "Holy, Holy"--and the whole class insisted on dancing to "Ballin' the Jack"!

Roger, a returnee from Cherokee, has been coming to class but sits apart (at the rear) and doesn't sing much. He always helps pick up the song books--possibly as an excuse to talk with us because he always asks us to tell his former employer that he is there! He goes to great lengths to explain who he is and where we might find him--after inquiring if we have talked to him and receiving a negative reply with explanation that we don't have an opportunity to go in to his place of business. Many of our pupils again asked about Jan and were glad to know she does plan on being with us next week.

June 21

We were about 5 minutes late arriving and the class was seated and waiting. Joan had come and her guitar was set up. I wish she had felt she could go ahead and play for them for I know they would have enjoyed it. Just as we were about to start, a man came and asked several of the men to come on into the field. Jim had quite an argument, but did go. Kenny wouldn't go, he just ignored the speaker.

We used the newer song books--I leafed through and tried to pick out a variety of songs they knew but didn't sing often. Kenny asked to sing "The Star Spangled Banner"--it was a good sound and the class seemed pleased. Some stood before I could suggest it, so I just reinforced their action by encouraging the rest to stand up, too. They enjoyed being asked to stay on their feet so we could dance and sing "Ballin' the Jack." Al had been wanting to come up front and dance and had been patiently (for him) waiting for my OK--he'd look at me and make dancing steps and I'd nod "No, not yet." So he was encouraged to come up after we had all dance to "Sioux City Sue" and "Yellow Bird." When a request for "Kum Ba Yah" came I asked him to be seated and it was with great reluctance that he did take his seat.

Connie wanted to sing "Let Us Sing Together" and as we hadn't sung it for quite awhile, I felt it was a fitting close to our last-of-the-season class.

In each class we learned the new song pasted in the back of our newer books--"They Cut Down the Old Pine Tree." We learned it by listening to the guitar and piano do the melody while I said the words, a couple of lines at a time. We then sang it together twice with guitar accompaniment and only the melody on the piano, then for the third time around Helen provided full piano accompaniment. It went well. When I corrected the spelling of a word (typographical error) so it read grave instead of grove there was some giggling.

In Class II when we sang "Yellow Bird", Helen noticed the obligato Joan was playing on the guitar (a counter-melody that makes nice harmony with the original melody) and so I asked the class to listen to it and they seemed to appreciate the "differentness" of the sound. I asked this class to close with the "Star Spangled Banner" explaining it had been requested in the other class and it had sounded so great. They did a good job, too.

24/6

June, 1972
Helen Moss

June 7--Group I

Most of the people were in their seats--we were a trifle late--but they did not seem bothered. We had quite a few more men students than had been there for the last few weeks. Passing through the rows I greeted them and they greeted me.

Rob't D had a book of songs--different titles were encircled--we sang one of them, "Home On The Range."

Eugenia explained the new Table of Contents pasted over the old one. Emphasized alphabetical order--how much easier it was to find song titles because of this.

We sang:

"Everything is Beautiful" (This is difficult to learn in the second part of the chorus--syncopation and word spacing. Some time was spent on this.)
"You Are My Sunshine"
"Sioux City Sue" (Al K. danced.)
"Ballin' the Jack" (Emphasized everyone dance.)
"Let Us Sing Together"
"Deep In the Heart of Texas"
"God Bless America"

As I said goodbye to the students, Marilyn said she missed me playing a march as they left.

Bob D asked me to read cards and postcards he had received from different people. He said they were his "memory" collection.

--Group II

As I was reading cards to Bob D , I also greeted members of our class coming in.

Eugenia was taking role and several people came in a little later. Gayle was one of them--she came in smiling and nodding to me.

We sang "Happy Birthday" to Tiny, Dennis, and Tony.

Songs sung were:

"Irene--Good Night"
"He's Got The Whole World in His Hands" (Linda N requested this--she has excellent sense of rhythm--quite a few clapped--everyone on their own; her whole body was into the rhythm-2 beats per measure.)

Norma requested "Yellow Bird".
Eugenia passed maracas.
"Michael Row Your Boat"
"Dear Hearts and Gentle People"
"How Great Thou Art"
"Wagon Wheels"
"Ballin' the Jack"
"Kum Ba Yah"
"Holy, Holy, Holy"

We had an excellent session--good rhythm participation--good vocal.

June 14--Group I

Greeted students as they entered. Everyone seemed to feel rather exuberant today. There was lots of talking back and forth and it seemed to be in good humor. This was the first time I had noticed this attitude.

We began by singing "Happy Birthday" to Jim S --he came up to the front while they were singing--he bowed to the class--then walked back and kissed me on the cheek. I was rather surprised--Connie wanted to know if "he was my honey!"

We then sang from the old blue books:

"Trail of the Lonesome Pine"
"Springtime in the Rockies"
"When You Wore a Tulip"
"You Are My Sunshine"
"Don't Fence Me In"
"Tiptoe Thro' the Tulips"
"Let Us Sing Together"
In Honor of Flag Day:
"America the Beautiful"
"Battle Hymn of the Republic"
"Sioux City Sue" with Jim and Kenny dancing
"Ballin' the Jack" (good physical participation with most of the people)
"In the Gold Old Summertime"
"Kentucky Babe"
"God Bless America"

--Group II

Greeted most of the people as they came in. Tony was late and came over to the piano to say "Hello" to me.

Mary J asked for "Let Me Call You Sweetheart" with which we opened the day's program.

Also sang:

"Kentucky Babe"
"Don't Fence Me In"
"Don't Sit Under the Apple Tree"
"Down by the Old Mill Stream" (also sang it a cappella)
"For Me and My Gal"

"Comin' Round the Mountain"
"School Days"
"In the Good Old Summertime"
"I'm Looking Over a Four-Leaf Clover"
"Yankee Doodle Dandy"
"America the Beautiful"
"Battle Hymn of the Republic"
"Holy, Holy, Holy"
"Ballin' the Jack"

Gayle is entering into the singing--she looks around a lot but is certainly putting out effort which was not done before.

Marilyn left early--she hasn't seemed as alert as when she first came. Mary Jo (in the first class) seems to be recovering and is more like herself when we came last fall.

Roger always comes in late but stays to pick up books for us. He wants so to go back to work--keeps asking us if we see Tiny (he was a manager at the Palmer House where Roger did dishes).

June 21--Group I

Most of the class was seated as we arrived. Joan was set up with the guitar. The fellows were being requested to report for work in the gardens. All but Al, Kenny, and one of the others left--objected to missing class.

I walked around--greeted people as they were seated. We then proceeded to sing.

"They Cut Down the Old Pine Tree"
"In the Shade of the Old Apple Tree"
"Dance With the Dolly"
"Old Spinning Wheel"
"Wagon Wheels"
"Star-Spangled Banner" (request)
"Ballin' the Jack"
"Sioux City Sue" (Al K. danced)
"Yellow Bird" (Al K. danced)
"Kum Ba Yah" (he wanted to dance to this, but Eugenia said it was not a dancing piece.)

They asked to sing:

"Let Us Sing Together"

Eugenia said this was fitting since it was the first song they learned and this was our last class for the summer.

On the way out I shook hands with people and many wished me a nice summer and we said we'd meet again in the fall

--Group II

Greeted people as they came in--only a few fellows.

Began by singing:

"When They Cut Down the Old Pine Tree"
"Trail of the Lonesome Pine"
"Tennessee Waltz" (played and sung by Joan--noticed Terry did well in this--her voice range is low)
"Kum Ba Yah"
"Everything Is Beautiful"
"Sioux City Sue"
"Good-Night Irene"
"Yellow Bird" (listened as Joan played an obligato--very effective)
"Holy, Holy, Holy"
"In the Good Old Summertime"
"Put Your Hand in the Hand"
"How Great Thou Art" (all 4 verses)
"Home on the Range"
"Deep In the Heart of Texas"
"Star-Spangled Banner"

Eugenia said "Goodbye" to the class for the summer. And again people thanked us for coming--said they liked our class--hoped we'd have a nice vacation and see them in the fall.

I walked out with Joan while Eugenia went to talk with Betty-four or five of the residents were out walking--the air was brisk--bit windy--they had on sweaters but this is one day I did not wear one. We visited and they were telling me about Marilyn P.--said she was the only one they could not get along with. I said, "Perhaps she is lonely." They said, "We've tried." So they were showing concern for someone else.

The girls were interested in my handbag. I showed them the inside of the bag--that I could turn it inside out and use it for special occasions. This purse has been quite a conversation piece for several weeks.

Summary of my thoughts at the close of year June 21, 1972.

It has been my thought to try to evaluate and summarize what I have learned this year from my experience in the music classes at Woodbury County Home. But I find it a bit difficult and, perhaps, is presumptuous on my part to do so. Being a part of this program I should have come to a few conclusions; but, to be honest, I do not feel myself qualified to make judgments.

Seeing our students once a week in a set performance does not allow me to really know them. They are in our classes because they wish to be--that it is an enjoyable experience to them is obvious because attendance has been consistent.

Greeting them at the door when they come into class and saying goodbye to them when they leave has been especially beneficial to me because I have seen the relaxations and changes in their individual attitudes in the 45 minutes span. ("Music does have power".)

I have seen changes in individual behavior and acceptance of me over the months--i.e.--Gayle, Gloria, Ron, Norman, Fern. These people were a little reluctant to experience physical contact (such as shaking hands). Most of the students have been very gracious--some, of course, more outgoing than others.

I have been aware when several of our students seem to withdraw within themselves. For instance, I watched Mary Jo as she became ill go from a cheerful, peppy person to a despondent individual, not caring to look at us, cover her eyes with her hands--now she seems back to herself again--cheerful, smiling and enjoying our class again. This similar condition is noticeable in Marilyn P and I have watched her become listless, more careless in her appearance, sitting with her arms wrapped close to her and lowered eyes most of the time. She does smile at me and shake hands when she leaves our classroom.

It has been an interesting and enjoyable experience for me. I love music and like sharing it with others. I am glad I am able to play for the classes--I am rewarded when I hear them sing exuberantly (if not always well) and when they tell me they like to hear me play. When they tell us they sing while in their wards--then I feel they have gained something that adds more meaning to their lives.

25/3

Songs Sung 1971-72 Repertoire

Many of the songs previously known by students:

1. Amazing Grace
2. America
3. America the Beautiful
4. Are you Sleeping?
5. Auld Lang Syne
6. Ballin' the Jack
7. Band Played On
8. Battle Hymn of the Republic
9. Bicycle Built for Two
10. Brighten the Corner
11. Caissons Go Marching Along
12. Christ the Lord is Ris'n Today
13. Come Ye Thankful People Come
14. Comin' Round the Mountain
15. Deep in the Heart of Texas
16. Don't Fence Me In
17. Drummer Boy
18. Easter Parade
19. Everything Is Beautiful
20. Face to Face
21. God Be With You
22. God Bless America
23. God of Our Fathers
24. Happy Birthday to You
25. Hark the Herald Angels Sing
26. He's Got the Whole World in His Hands
27. Holy, Holy, Holy
28. Home on the Range
29. Home Sweet Home
30. How-de-do-My Partner
31. How Great Thou Art
32. I'm Forever Blowing Bubbles
33. I've Been Working on the Railroad
34. I Like Mountain Music
35. I Love to Tell the Story
36. In the Garden
37. In the Good Old Summertime
38. In the Shade of the Old Apple Tree
39. Irene, Good Night
40. It Is No Secret
41. Jingle Bells
42. Joy to the World
43. Kentucky Babe
44. Kum-Ba-Yah
45. Let Me Call You Sweetheart
46. Let There be Peace on Earth
47. Let Us Sing Together
48. Little Annie Rooney

49. Love Lifted Me
50. Michael Row the Boat Ashore
51. My Sweetheart's the Man in the Moon
52. O Come All Ye Faithful
53. Oh That will be Glory
54. Old Mill Stream
55. Old Rugged Cross
56. Old Spinning Wheel
57. Onward Christian Soldiers
58. Open Mine Eyes
59. Over the Meadow
60. Plough the Fields
61. Polly Waddle Doo
62. Pop Goes the Weasel
63. Row-Row-Row Your Boat
64. Rudolph the Red-Nosed Reindeer
65. Santa Claus is Comin' to Town
66. School Days
67. Seventy-six Trombones
68. Silent Night
69. Silver Bells
70. Sioux City Sue
71. Smile Awhile
72. Smiles
73. Soup Song
74. Springtime in the Rockies
75. Standing on the Promises
76. Star-Spangled Banner
77. Ten Little Indians
78. Tennessee Waltz
79. Till We Meet Again
80. Tiptoe Thru the Tulips
81. Trail of the Lonesome Pine
82. Twelve Days of Christmas
83. Up On the Housetop
84. Wagon Wheels
85. When I Grow Too Old to Dream
86. When Irish Eyes Are Smiling
87. When the Red, Red Robin
88. When You Wore a Tulip
89. Whispering Hope
90. White Christmas
91. Wild Irish Rose
92. Winter Wonderland
93. Yellow Bird
94. You Are My Sunshine

25/5

September - October, 1973
Eugenia Webb

This year I plan to keep less detailed notes, trying instead to note trends over the month. I shall try to include specific cases or instances as they appear and apply. This decision was made upon consultation with Jane Sellen, the project director, because we have noted that patterns are very slow to change week by week and I tend to lose sight of the over-all goal in the "trauma" of each class session.

After almost three months of vacation from music classes we found the people eager to greet us and to sing again. There seemed to be about the same number in classes--with a couple of new people and the return of some former students to offset the few who had left the home or are not participating.

I wanted the first classes to be reviewed and getting acquainted again, and we did more "visiting" between songs than we normally do. The first week I used "In the Good Old Summer Time" as a transition from summer to fall, and we remembered the summer holiday, July 4th, by singing some patriotic songs. Some also wanted to sing "School Days" because school had started the previous week for the County Home residents. We didn't use our song books at all the first two sessions, but just sang the songs we remembered. After the first meeting together I tried to concentrate more on the music and less on visiting and most of the students seemed to enjoy the singing. There were a couple of incidents, tho'; Jim S   , always a fast and frequent talker, seemed quite unable to control his talking. At first I tried giving him my attention, hoping to help satisfy him--but it didn't seem to calm him down. Next I tried ignoring him and working through his outbursts, but they didn't subside much, and I'd end up getting directly involved with his conversation (which was directed at me). Finally, late in the class time of the second week I spoke with him about the fairness of giving everyone in class a chance to participate and choose, and that seemed to settle him down.

The other incident involved a woman of Indian extraction who has come more or less regularly (tho' not with a steady attendance as most). She is retiring and won't shake hands, tho' she smiles as she leaves, and she participates in most of the singing. I have the seating arrangement with a center aisle so that I can move around, helping and listening. In order to sit by her friend she moved a chair into the aisle (I didn't notice it until it was an accomplished fact) and even tho' I got her friend to move where the two could sit together without blocking the aisle Margaret would not move out of the aisle--even to be near her friend. I almost gave in, but decided it was important to be "in charge" so I started moving her chair out of the aisle over next to her friend. She got up, finally, and then just stood and wouldn't sit down. I gave up, then, and the class resumed singing. (Mary had encouraged her to sit out of the aisle and some had suggested getting the director of the home.) In a short time she sat down in the new arrangement and participated in the singing. She smiled at me as she left, so I feel there was no residual of hard feelings left, and she has continued coming to class.

Our consulting psychologist, Dr. Irene Wiemers, with whom I talked this over, suggested I should have asked her to help me find a way to make an aisle, rather than showing her an instance of the "white man" telling the "Indian" what to do!

The weather offered an opportunity to learn a new, modern song, "Raindrops Keep Falling on My Head". Most recognized it from hearing it on their radios. It took us four weeks to get it learned, but they do enjoy it! We tackled it one section at a time, learning words, melody, and rhythm just from my direction.

Class II seems to be quicker at learning. We used about 15 minutes of each class time to work on it and I was surprised that their attention span was so long, tho' some were quite restless before we finished each session with the new song.

Several class members have exhibited quite a change over the summer: Mary Jo G has gotten over her withdrawal and sullennes and is very vivacious and outgoing once again. Tony F seems thinner and his coloring is not good, but he sings more and has handed me a list of songs he likes to sing. I have a difficult time trying to understand him and I know he felt this would help! Norman T hardly sings at all, yet he continues to greet me very pleasantly as he leaves. The more raucous students seem to bother him. Jeanne G has become very withdrawn and seldom sings or smiles. She used to be very interested and involved. Kenny S continues to enjoy playing a comb and making rhythm sounds with his hands or sticks rather than singing. He did volunteer to come up front and dance once, but hasn't asked again. Al K asks every week if he can come up front to dance. It is beginning to annoy me that he will not do this at his place. I hope others won't become jealous. I've tried to give those who want to an opportunity to sing solos and duets in front of the class. One woman, Bernadette L , is going to play the piano for the class to sing a hymn. Helen Moss, our accompanist, will help her after class to learn to play it steadily so it is easy to sing to.

When we had learned "Raindrops Keep Falling on My Head" we then concentrated on some rhythm work, clapping and with maracas, also keeping time with feet to 4/4 time songs. The pupils like to sing "Yellow Bird" and they do fairly well; except that because many do not read, the second verse words are not very strong. I've tried to use maracas with this several times and some seem to get the Latin rhythm that is so strong in it, but others just beat "plain" 4/4 time or "off beat" to their own rhythm. Some waltz rhythms are going very well, both with the 3 beats to a measure, and when speeded up with one beat to a measure. They usually use a little swaying motion.

I also wanted the classes to learn a greeting song, "Hello" sung on the descending notes to a major tonic chord. (CGEC). They learned it quickly, and Class II was able to hold (by rows) the different notes so that they were singing a chord. We used it when a music consultant, Miss Lois Grammer, visited our classes the last week in October.

Miss Grammer's suggestions after her first visit included: employing more listening by the class to different types of music; instead of maracas (which because of the "rattle" effect don't sound a definite beat) using sticks on blocks for rhythm work; including some songs in the repertoire that would let the people sing more softly so that we could work on the tone quality of their voices; and trying some simple harmony lines.

22/3

September--October, 1972
Helen Moss

September 13, 1972

GROUP I

It was a muggy but not unpleasant day for our first class day at the County Home. The outside doors stuck and we almost thought we were locked out; but more effort opened the doors.

It was pleasant to be greeted with smiles and enthusiasm from our students. Everyone seemed happy and tanned. I was impressed with the change in Mary Jo. She was so much improved in her appearance after her illness of last year. She looked so much more alert than previously. Tony has lost much weight, asked for Eugenia's and my addresses--said he would be gone but he didn't mention why. Marilyn was not there. Will have to check with Betty Newman.

There were 18 women and 7 men present.

The songs the first group sang were:

Let Us Sing Together
School Days
Ballin' the Jack
America the Beautiful and God Bless America to emphasize the 4th of July holiday
You Are My Sunshine
Let Me Call You Sweetheart (for which Al K. danced)
Kenny played on his comb--we sang "Happy Birthday" to these two.
The Soup's Song
How Great Thou Art
Sioux City Sue
The Trail of the Lonesome Pine

GROUP II

Eighteen women and ten men were present for this class. We sang most of the songs sung in the first class. Also sang:

> The Old Rugged Cross (this was requested by Linda N. who informed us her father had died this summer. She informed us her mother was still living and 2 brothers, I believe.)

We also sang:

> Doggie in the Window and the class had so much fun with the "Arf" "Arf" additions.

Norma sang the song "Bill Bailey"--the class applauded her. She knows the words of a great many songs.

22/4

September 20, 1972

GROUP I

On a very rainy day we drove out to the County Home. There was very good attendance--19 women and 9 fellows. Jim S. was rather vocal at first--interrupts quite a bit but he settled down gradually. Margaret moved a chair up in the center aisle Eugenia had arranged, in order to sit by Doris and she refused to move. Eugenia insisted on having the aisle cleared and finally pulled the chair, with Margaret in it. Doris had moved back but Margaret went back to the row in which she was first sitting. This was the first act of resistance which I have seen since we began teaching. I think Eugenia showed firmness and excellent composure. Margaret will smile but refused to shake hands with me either entering the room or leaving.

We sang "Happy Birthday" to Norman--"In the Good Old Summertime"--(used this for rhythm); You Are My Sunshine; I'm Looking Over a Four-Leafed Clover; learned the first part of Raindrops Keep Fallin". Finished with Ballin' the Jack.

GROUP II

The second class came in with 19 women and 9 fellows.

The flies were bothering us a bit and Eugenia thought of the song "Shoo-Fly" which we sang. This seemed to amuse the class. They appreciated the humor.

We then sang "Happy Birthday" to Elmer. His birthday is tomorrow. Tony handed us a list of songs he liked and several of them were sung with Eugenia promising they would sing the others later.

Eugenia introduced our change of season with "In the Good Old Summertime". The first part of "Raindrops Keep Fallin'" was learned--"I'm Looking Over a Four-Leafed Clover"; "Sunshine"; "School Days"; "When You and I were Young"; "Home on the Range"; "Trail of the Lonesome Pine"; "When Irish Eyes"; and finished with "Ballin' the Jack."

Wish to mention the change in Gail. She acts so much more enthusiastic and outgoing than last year. Of course she was improving so much but it is very pleasant to have her look at a person and smile.

I asked Betty about Marilyn and she told me she is no longer at the County Home.

September 27, 1972

GROUP I

16 women - 8 men. Our program opened today with "Ballin' the Jack"--there are a few who do not participate but most of our students show enjoyment by laughing and smiling as they perform.

The next section of "Raindrops Keep Falling on my Head" was learned. This is a difficult part of the song. People did well and reviewing the first section was also accomplished.

We then sang "School Days" with Kenny dancing and "Tiptoe Through the Tulips". He did not want to dance in place where he was sitting but insisted that he come to the front of the room by the piano. He is always courteous and steps slightly to the side so I can see the class. We sang "Kum Bah Yah"; "Everything is Beautiful"; "Sioux City Sioux". We closed by singing "Yellow Bird". These songs were all in the green song books.

GROUP II

21 women - 10 men. We opened today by using "Happy Birthday" to Mary J[redacted].

Our next number was again "Raindrops"--the synocopation of this middle part is so tricky I have to very consciously count as I play it. The learning procedure goes well.

We sang from the green books:

Michael Row Your Boat
Dear Hearts
Kum Bah Yah
Holy, Holy, Holy
Open My Eyes (requested by Linda)
How Great Thou Art
Yellow Bird
Wagon Wheels
Put Your Hand in the Hand
Ballin' the Jack

Eugenia showed both classes motions to go with chorus part of "Kum Bah Yah"--this seemed to interest the students very much. She said she would try to find motions for other parts of the song.

October 4, 1972

GROUP I

Eugenia and I were met today by Al D. who had a cardboard pumpkin--face cut out and colored, cross-bones having under it. After showing it to us, offering it to each of us, he finally kept it. By the end of class the crossbones were separated from the pumpkin but he took much pleasure from it.

Before we went into class he and I had a "nature" class. He commented on the trees--noticed the green cedar or pine with the cones hanging near the top. Wondered what they were for--I explained they were the seeds--become buried and sometimes form new trees. He asked about dead leaves at one area of the tree and I told him of the little red spiders that cause this to happen. We, then going into lower hall, observed spider web and how the spiders formed webs around flies and other insects to store food. He is very curious about many things he observes.

There was some ill-feeling which showed itself on the faces of some of the last fellows whom I greeted as they came into our music room. Several just brushed by and didn't shake hands or even look at me. However when they left our class this had completely disappeared and the same fellows shook hands, spoke and smiled as they left.

We first sang "Let Us Sing Together", finshed learning "Raindrops Keep Falling On My Head". Sang "Sioux City Sue" which Al danced to. Sang "Happy Birthday" to Mildred and Dorothy; "He's Got the Whole World In His Hand", and "Ballin' the Jack".

GROUP II

Fern told me her birthday was yesterday. Gail shook hands with me--Linda told me very suddenly "I miss my Daddy." (He passed away this summer.)

The group sang "Let Us Sing Together"--while Eugenia walked around the rows to listen to individual voices. (She performed this also for the first group). Mary half-smiled, feeling self-conscious perhaps. She did tell them what she intended to do so they were expecting it.

Both classes also sang Hello-Hello-Hello-Hello (used the CEGC chord). The second group (being a little more advanced) held each note--one row at a time--to produce harmony.

We then followed with finishing "Raindrops Keep Falling On My Head"; "How Great Thou Art"; "Sioux City Sue"; "Kum Bah Yah" (with motion) "Put Your Hand in the Hand"; and "Everything is Beautiful".

Our group then left and I listened to Bernadette play the piano. She is able to read notes--more easily in flat keys than in # keys. She played "I Love to Tell the Story", rather slowly and I helped her with a piece in the "Key of A" - 3#'s. I also gave her 5 finger exercise on white keys to limber up her fingers.

October 11, 1972

GROUP I

We had a good class today in attendance--there were 30 members.

We sang:

Sioux City Sue
Yellow Bird--used maracas
You Are My Sunshine
School Days--tried two different beats--this was the beat I have heard them perform

I've Been Working On the Railroad--(changed tempo in accompanying
and they followed)
Raindrops Keep Falling
Let Us Sing Together
How Great Thou Art
Kum Bah Yah (motions)

GROUP II

We sang the above songs plus Sioux City Sue and Irene-Goodnight, while the class in session the fire alarm was sounded. Not knowing what to do we stayed where we were but realized we should inquire from Betty what procedures should be followed. Eugenia took care of this and we were informed that we should file out the side door. I also noticed we have lots of windows that would provide escape in case of emergency.

Listened to Bernadette after class--her piece was very slow.

October 18, 1972

GROUP I

We began by singing "Hello". This group just sings in unison--not holding each hello--We then sang:

Let Us Sing Together
Happy Birthday was sung to Loretta--and Eugenia asked if she had
a favorite song--Ballin' the Jack was chosen
You Are My Sunshine
Yellow Bird
Kum Bah Yah
Sioux City Sue--Al again danced
Michael Roy Your Boat
Dear Hearts and Gentle People
Raindrops Keep Fallin

George came in today before our first class was over. He does seem to enjoy the music. Eugenia allowed him to stay.

GROUP II

Happy Birthday was sung to Jean and Linda--they were given a choice to choose but did not select a song. This seems to be quite an effort for them to choose something.

About the same songs were sung as by Group I but we also sang:

Holy, Holy, Holy
The Old Rugged Cross--Linda N. asked for this
He's Got the Whole World In His Hand

Norma and Helen sang a duet--they asked first if they could. Love Lifted Me was the song they sang.

22/8

October 25, 1972

GROUP I

Jim was waiting for us at the door. This is the first time for several weeks he has met us. We have been greeted by him quite frequently. He seemed his usual cheery-talkative self.

Al D. asked questions about the witches and skeletons that were decorating the room for Halloween. Several people made comments about the Halloween party to be next week. Connie showed by actions that they would be bobbing for apples.

Lois Grammer was our guest today. She was there as a consultant, having been a former music professor at Morningside College. The class greeted her by singing the Hello song.

We then sang:

Let Us Sing Together
Ballin' the Jack (request)
You Are My Sunshine
Kum Bah Yah (actions)
Soup Song
Home on the Range
Sioux City Sue (Al danced)
Yellow Bird (maracas)

Clayton was standing outside the door--he hasn't been coming to class for the last few weeks. Eugenia invited him in but he did not come in until she walked to the door and walked in with her. He was carrying a maracas.

We then finished by singing Bicycle Built For Two, (3/4 rhythm), I've Been Working On the Railroad, and God Bless America

George and several others (I believe) from the second class came in early.

GROUP II

The students filed in--noticed Norman responded a bit more when he came in. Also Gayle is becoming more easily understood in sounds she makes.

We again introduced Miss Grammer--sang 6 or 8 of the songs sung by the other class. We sang Happy Birthday to Bernadette. Other songs sung by the group were:

Everything Is Beautiful
How Great Thou Art
Holy, Holy, Holy

22/9

Amazing Grace
The Old Rugged Cross
Goodnight Irene
Caissons Go Rolling Along
Put Your Hand
Wagon Wheels
Deep In the Heart of Texas

Several mentioned they had had fun today in class. Others thanked us for being with them and had enjoyed the music.

Bernadette played the song. She still has time with the "G#" but she kept the momentum better. She also played "What A Friend We Have In Jesus" and "In the Cross." These were in the Key of F and she played them fairly easily. She told me she plays for a minister who comes Sundays for services for them. We also looked at several Christmas carols. (Planning ahead--)

P.S. In Group I noticed Mary Jo taking part in the singing and using the maracas and motions but when books are handed out she won't participate because "I can't read." I complimented her on participating and she happily smiled.

22/10

November, 1972
Eugenia Webb

The response to learning the "new" song, "Raindrops Keep Falling On My Head," was so good that I would like to have them tackle one new song each month. I would like to try to develop use of musical interpretation and I think it can be done with unfamiliar pieces, as the groups tend to sing songs they already know the way they have always sung them! This month we learned "My Favorite Things" from the Rogers & Hammerstein musical "The Sound of Music." We started by having them listen to it--it was unfamiliar to them all which surprised me! I sang it for them as Helen played it through. Then we listened to the melody time and talked about the unusual intervals at the end of the verse. We learned by repetition each of the four phrases and practiced them together as a unit several times. Class II seems more advanced and was able to learn 2 verses the first day while class I only learned one verse. The 2nd session class II learned the 3rd verse and the ending; class I learned verse 2 and finished learning verse 3 and the ending at the 3rd session. A few more join in as we repeat it each time, though some students never do try a new song.

I wanted to comment on participation: most are very active, trying everything; some seem reluctant to tackle new things but do sing when the songs are familiar to them; a few seldom participate but seem content to listen to the rest of the class. How well they sing doesn't have much bearing on this, though one "listener" is a non-singer; many enthusiastic participators are poor singers and a few who participate with little constancy are good singers. There are occasional disturbances where one or more patients talk to or pester another, or one patient's actions disgust another. I seldom have to do or say anything about this--they seem to resolve themselves as the class keeps singing. Identical disturbance patterns seldom repeat.

One class session we reviewed the round "Row, Row, Row Your Boat" the first time we had attempted a round this school year. It went well and was enjoyed by the classes. I have attempted several times to get the classes to alternate singing lines of a song. The division between men and women hasn't worked well because the men don't sing out. I plan to try dividing the class with some men in each group (as for the round).

About the middle of the month we had a student ask to sing some western songs. He hasn't come very regularly and I hoped to encourage him. The class enjoys these songs, anyway! In order to get some variety into the period and also to try some rhythm work, I suggested the students click their tongues as Helen played "The Old Gray Mare." It worked well rhythmically, was enjoyed by most.

The Wednesday before Thanksgiving Day, we met both classes together and sang for an hour. Almost all the students were there and we had a large group (just under 60). It was too large to do anything except sing--but they did that very enthusiastically. We did some clapping as we sang; we danced to "Ballin' the Jack" with most participating; and we used the motions with "Kum Ba Yah"--but for me, it was confusing to try to keep track of so many people at a time. I do appreciate the smaller classes!

35/13

One of our women in class II has been playing some hymns on the piano under Helen Moss's guidance (and at the request of the director of the home) and I asked her to play for the class the last Wednesday in November. She played fairly well, kept her rhythm up so we sang right along, and didn't let the inaccurate or missed notes fluster her. Some students need to "perform" for the group while others aren't interested. We have one man who insists on dancing each week, preferably up front, though he will stand near his chair if I don't get around to him. One of the women is very good with words to several verses of some songs, and she has sung them for us then we join in on the chorus. I feel it is important for these people to "perform," but I also feel it is important for them to work as a group and learn consideration for and cooperation with the rest of the class.

31/1

November, 1972
Helen Moss

November 1
Group I

There were 18 ladies and 8 men present today, then George came in, he belongs to the 2nd group.

There was enthusiastic talk about the Halloween party held at the County Home last night. Jim hung up my coat--Kenny started to remove my sweater and plastic hat (it had been raining).

We opened with:

Let Us Sing Together
Kum Ba Yah (they do enjoy this when they do the motions)
Raindrops Keep Falling
Favorite Things (this is a new song--has a different melody than they are used to singing and some unusual skips--it is in a minor key. They managed the first verse.)
Asked to sing Ballin the Jack
Caissons Go Marching Along (kept time with their feet)
Sioux City Sue
Bicycle Built for Two
You Are My Sunshine
When the Saints Go Marching In (clapped)
God Bless America

Some asked for a march to leave so I played the Stars and Stripes Forever.

Group II

Greeted people as they came in--they sang most of the songs that group I sang, but were able to learn 2 verses of My Favorite Things. They also sang:

Deep In the Heart of Texas
The Trail of the Lonesome Pine
School Days
Holy, Holy, Holy
I Love to Tell the Story
Old Rugged Cross
Rock of Ages

There was a disturbance in the back row toward the end of our class period. Tony was involved and I couldn't see whom the other person was. By the time they left, it had settled down.

Bernadette played for me. She said she had been busy with needlework projects and unable to practice much.

November 8
Group I

We arrived at the home. Again I had help with my coat. They seem to like the soft feel of it (it is a synthetic pile).

We sang Kum Ba Yah and had a good sound.

Dear Hearts and Gentle People

Michael Row Your Boat Ashore (Eugenia had them sing versus split between the men's voices and the womens--the men did not sing out.

Learned another 2 verses of My Favorite Things reviewing the first verse several times. They then finished with God Bless America and Yankee Doodle.

Group II

We began by singing Happy Birthday to Lola. She smiled very broadly and delightedly. We sang most of the songs sung by Group 1 plus Wagon Wheels, Put Your Hand In the Hand, Everything is Beautiful.

This group is able to accomplish more in the same period of time than has Group I. We were able to learn all the verses to the new song "My Favorite Things."

November 15
Group I

Jim and several other fellows were on hand to greet us as we came in. It was quite a while before the girls came down, there were 19 women and 8 or 9 men for our first class.

Jim S requested we begin with "Raindrops." Eugenia reviewed words with them. A young man who doesn't come too often requested some western songs. We sang Home On the Range, Blue Ridge Mountains of Virginia, Deep In the Heart. Someone asked for The Old Gray Mare, then Eugenia asked me to play it while the class "clicked" with their tongues in rhythm.

We followed with I've Been Working on the Railroad, Song Over the River, and Through the Woods for Thanksgiving, Sioux City Sue, Yellow Bird, ending with Kum Ba Yah. I love to watch their faces, they are so intent on singing as they perform the movements. This is very good for the arm muscular coordination.

Group II

There were 31 in attendance. Opened with Raindrops, sang Over the River.
request--Everything Is Beautiful
  Yellow Bird
  Home On the Range
request--Holy, Holy, Holy
request--What a Friend
request--Old Rugged Cross
  Onward Christian Soldiers
request--Kum Ba Yah (with motions)
  My Favorite Things (all 4 verses)
  God Bless America

Our class adjourned.

Bernadette stayed and played for me. She has better momentum. I asked Eugenia to listen to her, believe she will try her out with "I Love to Tell the Story." Bernadette also has been singing as she plays. This is an excellent way to develop sightreading. She tried several Christmas carols.

November 22

This Wednesday morning before Thanksgiving Day we met our students "in masse." There were 37 girls and 20 men (several came in later).

Songs sung were:

Let Us Sing
You Are My Sunshine
Raindrops
I've Been Working on the Railroad (clapping)
Deep In the Heart of Texas (rhythm clapping)
Ballin' the Jack
Kum Bah Yah
How Great Thou Art
Over the River
My Favorite Things
Bicycle Built for Two
Tennessee Waltz
Old Rugged Cross
This Is My Father's World
Onward Christian Soldiers (clapping in time)
Home on the Range
Blessed Assurance
Open My Eyes
God Bless America

November 29
Group I

19 women - 9 men

We began the day by singing Let Us Sing Together, then Raindrops Keep Falling, sang Row-Row Your Boat (this class certainly showing improvement in singing).

Al danced to Sioux City Sue, asked me to notice his new shoes. He had been home for Thanksgiving Day.

Yellow Bird, Michael Row Your Boat Ashore (Eugenia asked the fellows to sing alleluia while the girls sang the word phrases), Dear Hearts and Gentle People, Kum Ba Yah, and My Favorite Things.

Requests for Christmas songs followed. First we sang:

Deck the Halls
Joy To the World
Jingle Bells
Silent Night
Santa Claus is Coming to Town
Ballin' the Jack finished the program for the day.

Group II

19 women in class, only 4 men (those absent were housecleaning their rooms).

We started class with How Great Thou Art and Kum Ba Yah.

Eugenia asked Bernadette to accompany the class as they sang "I Love to Tell the Story," and "Joy to the World." Eugenia thanked Bernadette and the class applauded.

Larry asked for the song "God of Our Fathers" "Spinning Wheel" was sung, "Sioux City Sue," "Put Your Hand In the Hand," "My Favorite Things," to which Eugenia asked them to listen to the mood of the introduction to each verse--1 and 2 in minor keys--3 in major--4 in minor--asking them to note how the mood and the words fitted. They also sang Raindrops and the same Christmas carols sung by Group I plus "Up on the Housetop."

Virginia told us about the beautiful plant she had received from a relative and asked us to go up to see it. We went up after class and it was a beautiful yellow "mum" with lighter touches of yellow on the edges. Linda played the electric organ for us, she follows numbers for notes--Silent Night was the piece she played. They have new drapes at the windows, the rooms look very cheery.

35/12

December, 1972
Eugenia Webb

There is so much familiar music to sing at Christmastime that it was always difficult to get all the requests from class members sung each meeting. Those whose requests had to be delayed til the following week took the delay with good grace and an understanding nod, for the most part. Several non-holiday songs I arbitrarily postponed til after the first of the year, explaining that we would use our pre-Christmas time for these songs that are more appropriate now and that we would not be singing after the holidays. This decision was generally well-accepted, although one man who always chooses "Holy, Holy" (and whom we usually accomodate because he doesn't sing much except his choices) was disappointed at the delay. I felt it (the delay) was warranted and he did sing most of the Christmas songs with us.

We kept to the program of learning new songs and included: Here Comes Santa Claus, Little Drummer Boy, Silver Bells, Let There Be Peace on Earth, and Go Tell It on the Mountain. Little Drummer Boy, Silver Bells and Let There Be Peace on Earth were quite familiar to them, and they just needed to get the words learned. The other one was entirely unknown but the learning proceeded quickly and interestingly. We reviewed the sequence of words for The Twelve Days of Christmas by writing them on the blackboard the first December meeting. I first put numbers on the board in sequence reading down, with a blank space left after the number. The class immediately recognized the Christmas song we were to sing, called out the gifts that belonged after each number, and I wrote them in the blanks. It was then easy to keep track of the verses by pointing to each as we went along. This was especially helpful as we went backwards from the last verses. We learned the new songs in the normal way--listening to the whole song while I either sang the words and melody or said the words as the piece was played, then learning by repeating individual phrases. We learned Drummer Boy and Silver Bells, the two already-familiar songs, the first Wednesday, and then reviewed them and sang familiar songs the next week. The third week we tackled the other two less-familiar songs. Although most of them had heard Let There Be Peace on Earth they were not at all familiar with the words. And none had heard Go Tell It on the Mountain. This latter is a folk-song type carol, so the classes learned the chorus to sing and clap to after I sang a verse. We will review our newly-learned Christmas songs when we meet the first Wednesday after New Years.

As the classes left each Wednesday in December, they often gave Merry Christmas wishes, although they knew we would be back again. We assured them with return wishes; and the last Wednesday before Christmas we told them of the "day off" between Christmas and New Years. They accepted with good grace, offering more greetings and promises of looking forward to the New Year classes.

24/1

December, 1972
Helen Moss

Group I

Today being a snowy-cold day found 13 men in our class and 15 women. Some of the men were unable to get down to the Goodwill for their workday and others came to sing Christmas carols.

We sang:

- Let Us Sing Together
- White Christmas
- Santa Claus is Comin' Tonight
- Jingle Bells
- Deck the Hall
- Winter Wonderland
- Oh Tannenbaum
- Drummer Boy (learned the 1st verse)
- Silent Night
- Hark the Herald Angels Sing
- We Wish You a Merry Christmas
- Silver Bells

Jim S asked me to play a march for them as they left.

Al K wanted to dance so we sang Jingle Bells for him.

There were several absences due to the flu but Gladys came down even though she wasn't feeling well.

There was quite a bit of talking among the men at first but admonitions from Eugenia and the quick movement of the songs settled them.

Group II

There were 19 girls and 7 men came into our class. We sang:

- Joy to the World
- Silent Night
- Oh Little Town of Bethleham accompanied by Bernadette
- Jingle Bells - requested by Norma
- White Christmas
- Santa Claus is Comin' to Town
- Drummer Boy
- Up On The Housetop
- Winter Wonderland
- Silver Bells
- Here Comes Santa Claus

24/2

We asked Betty to come down and we sang "Happy Birthday" to her and Dorothy. She (Betty) wasn't feeling too well, but made the effort and the class was so pleased. She is so very gracious with her response to them.

Several commented how glad they were we were able to come out.

December 13, 1972

Group I

We had a good attendance today - 18 women and 11 men. Everyone seemed in good humor and enthused. We began to sing with:

Jingle Bells
Reviewed words of Winter Wonderland

Eugenia wrote main themes of the Twelve Days of Christmas - Robert Daniels remembered some of them from last year. These were written on the board so that those who could read could keep momentum going.

We sang Happy Birthday to Anna and Regina. Regina is an older lady and she said "Thank you," after the song was sung.

Request was made for Here Comes Santa Claus - Up on the Housetop - Santa Claus is Coming to Town - Silver Bells (reviewed the words) and Drummer Boy (learned the second verse).

This class is continuing to show improvement--there are still a few who don't sing all the time but on songs they like will try. They do watch Eugenia very well.

Group II

Twenty girls and 9 men appeared for our second class.

Linda said as we came in "Did you hear the snow?" - a lovely thought I think. Tony was back--he has been absent due to illness--has an ulcer, but he was smiling and looked so much in better spirits. It was nice to see him again.

We worked on both verses of the "Drummer Boy" and they learned this quite well.

Terry sat back of Linda and began fussing because she said she couldn't see. Eugenia finally admonished her--reminding her she was taller than Linda and reminded her that we all have to accept some things we don't appreciate. She settled down and entered into the classwork. We then sang Jingle Bells, then Norma sang the second verse and all sang the chorus. Silver Bells - The Twelve Days of Christmas - Rudolph the Red Nosed Reindeer followed. Then Bernadette came up and accompanied for Silent Night. Her momentum was good and she played the best we have heard her. The class applauded her efforts. We closed with White Christmas.

So far Bernadette has learned a new song for each class--and is showing improvement.

There has only been one person and she jokes about all she wants for Christmas is to get out of the home. Last year every session between Thanksgiving and Christmas there seemed to be an increase in the moodiness of perhaps a half dozen persons expressing home-sickness. This year only Mary has said anything. Next Wednesday will be our last class before Christmas so am interested in their attitudes.

December 20, 1972

Group I

Happy Birthday was sung to Mary Jo, Betty and Ronnie.

Eugenia taught them the first verse of "Let There Be Peace on Earth." Al danced when we sang Jingle Bells - Silver Bells - Go Tell it on the Mountain (Eugenia sang the verses and they came in on the refrain--this was new.)

White Christmas was sung. Drummer Boy, Up On the Housetop, Winter Wonderland, Deck the Halls, Joy to the World, Away in a Manger, Hark the Herald Angels Sing, Silent Night (which Eugenia had them repeat quietly--because "It is like a lullaby!") and I Wish You a Merry Christmas.

Group II

We sang Happy Birthday to Bill--Norma again sang the second verse of Jingle Bells. In addition to most of the songs sung by Group I we sang Santa Claus is Comin' to Town - Rudolph the Rednosed Reindeer - O Little Town of Bethlehem and Oh Come All Ye Faithful (played by Bernadette).

When Bernadette goes up to accompany I walk back along the side and sing with them. I sing alto because I can no longer reach high notes of the melodies. It seems to amuse some of them, but it means they are "listening" and unconsciously learning to make judgments of sound.

Again I notice a better sense of security among the people. There doesn't seem to be as much complaining as there was last year. If I remember correctly the superintendent was new last year or so and there certainly seems to be better feeling among most of the people. I even saw the two Lindas walk down the hallway (not arm in arm but fairly close to each other).

I also heard about one of the girls whose mother asked her if she'd like to come home and stay with her. She told her mother she'd rather be with her friends.

24/4

January, 1973
Eugenia Webb

The first class sessions after the Christmas vacation break were visited by the Iowa State Adult Basic Education Director, Don McGuire and our Area XII ABE Supervisor, Jane Sellen. The students know Mrs. Sellen, and always respond with smiles and greetings called out when she comes. I had told the first class that we would be having visitors and asked them to continue singing if the visitors arrived in the middle of a song because they were here to listen to us sing and would want us to continue; and then we would take time to meet them as soon as we finished singing. The class did very well at finishing the song they were singing when the visitors arrived, were enthusiastic in their response to the introductions, and continued to sing well for the visitors. The second class, of course, met the visitors at the beginning of the period and were told the visitors would be leaving during class time. The general response to the introductions were the same enthusiastic greetings that came from the first class; and as the visitors left midway through the 2nd class, some of the students called out goodbyes and waved. I tried to work in the variety of types of songs, rhythms, and actions the students work with and Mr. McGuire seemed pleasantly surprised at the students' abilities and enthusiastic participation. I had started each class session, following roll call, with the singing of "Auld Lang Syne" in honor of the new year that had come during our vacation from class. The tonal quality was good and the song brought smiles and clapping from most students.

Since I had "engineered" the first week's class sessions, I let the pupils do their own choosing for the most part the second week. We had quite a variety of songs, including some hymns. The song we learned this fall, "Raindrops Keep Falling on My Head," was requested by each class, but only one other of the new songs was requested and only by the 2nd class--it was "Let There Be Peace On Earth."

In preparation for a program to be given by the music classes at a Family Visitation Night in March, I decided to have each class sing through the songs they know in one of our wordbooks, the one we have from the Telephone Pioneers. This has the old-time songs in it and we've used it longest so they are more familiar with it. But in the two weeks when we were going through it, the classes did not sing as enthusiastically all the time as they usually do and the class attention and discipline was below par. Some songs were better than others and I did leave time at the end of each class for at least one choice--sometimes more than one--which seemed to release the tension. I had only explained to the classes that I wanted to hear them sing each song they knew in the book (we skipped a couple of very spring-like songs because they seemed so incongruous with the very cold temperatures and snowy weather we were experiencing at the time, and the pupils who had requested them nodded and smiled understandingly). I think this lack of knowing the purpose for this exercise in discipline of singing straight through the songbook contributed to the unrest in the classes. I want to try again with the other songbook and more explanation to see if the classes can accept the discipline on these terms.

e142/8

It was a pleasure, after two weeks of unrest, to have a special treat for the classes for our last class in January. Helen Moss and I had spent an afternoon in a music store in Omaha purchasing rhythm instruments for the project classes, and I took all the wooden ones to the County Home on January 31. In order to demonstrate the different sounds, I played each instrument separately, then let a volunteer come up front and play it with the group after I'd introduced each instrument. Perhaps it was not a good idea to call the pupils up in front of the class, for although some were eager to play an instrument, several were very reluctant and only came after some coaxing, and others didn't come at all! I shall try to use the instruments as the pupils are seated in their accustomed places next time to see if the response will be better from the more timid ones. I had placed emphasis on the instruments use, not the pupils needs! After another class session with the wooden instruments, I will introduce the metal ones separately. Before the end of February, we should be using all our new rhythm instruments.

One of the men, James C , who has been an erratic class attender, stopped us as we were on our way out to the car to ask for special help in learning music that is in a pamphlet his church puts out monthly. He said he wanted to learn it so he could be a priest. He was very insistent and quite unwilling to settle for my explanation that our purpose in being there was to help many people to learn to enjoy music together, not to help one person privately; and that our limited time permitted only class sessions.

e142/9

January, 1973
Helen Moss

Eugenia announced to the class that visitors would be coming today. She suggested that if the class were singing a song, they should continue on until the song was finished; not to stop singing and watch the guests.

We sang "Should Auld Acquaintance Be Forgot" in honor of the New Year. We then learned again the words of "Let There Be Peace On Earth"--completing all verses. We followed with "Jingle Bells" and Al Kutcher came up front to dance. "Winter Wonderland" was followed by "Ballin' the Jack"--"Kum Ba Yah" and "Let Us Sing Together." (This was a request.) As we were singing "Row, Row, Your Boat" as a round, Jane Sellen entered with Don McGuire, a representative from the State Department of ABE. Jane introduced herself and the gentleman and requested the class sing and perform. We sang:

"Ballin' the Jack"
"Home On the Range"
"My Favorite Things" (the class watched Eugenia and held on to the last note well.)
"How Great Thou Art"
"Raindrops Keep Fallin"
"You Are My Sunshine"

The class was very responsive, sang with enthusiasm, and had a "good" sound. As they left, most of them wished us a Happy New Year.

Following the class, Betty Newman joined us and we had a conference with our guests--with Jane explaining our program, our aims, and our accomplishments. Mr. McGuire seemed observant--asked questions. Commented this was the first time he had been in a County Home. It is quite an "eye-opener!"

GROUP II

We began with Auld Lang Syne--introduced guests to this group. Then passed maracas to which we sang Yellow Bird--and I've Been Working on the Railroad--Kum Ba Yah--Holy-Holy-Holy--Stand Up for Jesus (which they did). Bernadette played "What A Friend We Have In Jesus"--(round of applause) Goodnight Irene--Daisy (Bicycle Built for Two)--Ballin the Jack--How Great Thou Art--The Old Rugged Cross--Raindrops--My Favorite Things--Deep in the Heart of Texas--Put Your Hand In The Hand (a request) and Sioux City Sue.

Again we were wished a Happy New Year--was so pleased at Gayle's effort to say it to me. She is endeavoring to talk to me.

Betty Newman presented Eugenia and me with Christmas gifts given to us by Al K parents. The gifts were a set of towels and all the teachers and staff were remembered. This was a very gracious gesture on their part. I appreciated the gift.

January 10, 1973

GROUP I

Had a good attandance today! 18 girls, 10 men, everyone seemed enthused, smiled and paid attention.

We began by singing "Happy Birthday" to Elsie and Alice:

"You Are My Sunshine"
"Let Us Sing Together" (requested)
"Deep in the Heart of Texas"
"Home On the Range"
"Wagon Wheels"
"Kum Ba Yah"
"Sioux City Sue" (Al danced)
"Ballin' the Jack"
"Put Your Hand" (request)
"Raindrops" (requested)
"God Bless America"

This group continues to show improvement--they are entering much better in all singing--their attitude shows much improvement--more alertness--watching Eugenia and singing together. There are still a few voices which are not always in tune, but the attempts are made--effort shown. I like hearing them sing. I love to watch their faces as they sing "Kum Ba Yah" and go through the motions.

GROUP III

21 girls and 10 men answered roll call. We began with:

"Kum Ba Yah"
"Wagon Wheels"
"Smile Awhile"
"I'm Forever Blowing Bubbles"
"Let the Rest of the World Go By"
"Let There Be Peace On Earth"
"How Great Thou Art"
"Stand Up--Stand Up for Jesus" (Accompanied by Bernadette)
"My Faith Looks Up to Thee (Accompanied by Bernadette)
"Holy, Holy, Holy" (for Tony)
"Put Your Hand"
"Raindrops Keep Fallin'"
"God Bless America"
"Everything Is Beautiful"

We are gradually getting more verbal responses from this group when entering and leaving--every once in a while someone who has just walked by--smiled as they shake hands--will make an additional comment--several who haven't before will look me "in the eye" where before it was "get by as quickly as possible."

e142/11

January 17, 1973

GROUP I

19 women, 7 men, in a class today. Eugenia passed out the Blue Singing Book. While this was being done, suddenly Jim S exploded--he spoke so fast I couldn't understand his words, but could tell his feelings were hurt. The other fellows just looked at him--grinned--the tension subsided.

Eugenia had this class begin at the back of the book with the idea of reviewing songs to select for our March program. We sang the following songs:

"You Are My Sunshine"
"When You Wore A Tulip"
"When Irish Eyes Are Smiling"
"Til We Meet Again"
"Smiles"
"School Days"
"Coming' Round the Mountain"
"Sioux City Sue"
"Let Me Call You Sweetheart"
"Irene Goodnight"
"I've Been Working On The Railroad" (Al danced)
"Kum Ba Yah"
"God Bless America"

As they left the class--had many cheerful remarks--Margaret even smiled at me as she passed (still no handshake) Mildred R told me, "You look nice today." It makes me feel good to get a compliment, too!

GROUP II

As this class came in Gayle tried to talk to me, she pointed to her dress which has a pretty shade of green in it. I complimented her, noticed her cold sore of last week was gone. She said (what I think she said) "You are a Sweetee".

Mary J said, "My folks don't want me--" but she always keeps smiling.

There were 21 women and 7 men in attendance.

We began from the front of the book singing:

"Bicycle Built for Two"
"Don't Fence Me In"
"Don't Sit Under the Apple Tree"
"Old Mill Stream" (motions)
"God Bless America"
"Goodnight Sweetheart"
"I Want a Girl"
"I'm Forever Blowing Bubbles"
"I'm Looking Over a Four-Leaf Clover"

"I've Been Working on the Railroad"
"Goodnight Irene"
"Raindrops Keep Falling"
"Kum Ba Yah"
"Let There Be Peace On Earth"
"How Great Thou Art"
"Let Us Sing Together"

After we finished our classes we met with Jane Sellen, Betty Newman, Mary Walding, and Mary Croston to develop plans for our musical program which will climax the "Family Visitation" to be held on March 22, 7:00 p.m..

January 24, 1973

GROUP I

There were 21 girls and 8 men in class today. Birthday song was sung to Margaret, she didn't stand but half-way smiled after they sang. The Blue Books were again passed out and this class continued to the front of the book. They followed and sang with enthusiasm:

"I'm Looking Over a 4 Leaf Clover"
"I'm Forever Blowing Bubbles"
"I Want a Gal"
"Good Night Sweetheart"
"Good Night Ladies"
"God Bless America"
"Down By the Old Mill Stream" (movements)
"Don't Sit Under the Apple Tree"
"Don't Fence Me In"
"Bicycle Built for Two"
"Finished with Ballin' the Jack"

Margaret smiled at me as she left, still won't shake hands.

GROUP II

Sang "Sweet Kentucky Babe" went over this fairly thoroughly; sang "oo-oo-oo-oo" instead of humming.

Linda M.'s birthday so we sang to her. She smiled so broadly all the while, one could see she was pleased.

Eugenia continued with singing from the Blue book:

"Let Me Call You Sweetheart"
"Let the Rest of the World Go By"
"My Wild Irish Rose"
"Old Grey Bonnet"
"School Days"
"Comin' Round the Mountain"
"Smiles"

"Band Played On"
"Tiptoe Thru' the Tulips"
"Trail of the Lonesome Pine"
"When Irish Eyes"
"When You and I Were Young, Maggie"
"When You Wore a Tulip"
"You Are My Sunshine"
"Holy, Holy"
"Old Rugged Cross" (Bernadette played this)

The class began sounding not very musical--seemed to be almost yelling as they sang toward the latter part--sounds were harsh and not pleasing. I asked Eugenia about it on the way home--she agreed and believed it was because she did not allow them to choose their own pieces to sing. This was deliberate on her part because she wanted to watch their reactions. This class does like to sing certain songs and pick their own more than the other class does and this was their way of rebelling--interesting!

Visit to Glenwood State School for the Retarded.

On January 29, 1973, Eugenia and I arrived at Glenwood. Classes were in session. We visited with Dr. Renner who turned us to Mr. Johnson who was in charge of the first level. He showed us the library, art rooms, cooking and sewing classes (could smell cookies baking), we observed a math class in progress which was highly individualized and a review of division. The classes were free, but everyone stayed in their seat. Some needed more help than others.

After a hearty luncheon, Eugenia went to handcraft classes and I attended a group meeting of the teachers and hospital staff--program directors--I was not able to stay for a presentation Mr. Johnson had to make concerning ony of the students who had been turned over to him.

Mr. Johnson gave us the best explanation of the program. They do have a weekly music class, but no longer have a band at the school. Those students who might have been in the band do not come to Glenwood anymore, but public schools are doing more of the teaching of their local people. Those who are at Glenwood are not there long enough or not considered as educable as those left in their own area.

It was interesting to watch the students at the schools make their way to other buildings. I saw no groups of children. Each one just made his way, intent on where they were going. They did smile and say "hello" or acknowledge our appearance.

Several in the school building were quite able to converse in a friendly way, others non-communicative.

January 31, 1973

GROUP I

17 women--10 men in class today.

Eugenia introduced the class to the wooden rhythm instruments we purchased in Omaha on Monday.

First the claves--large and small-showed differing sounds of each size. Then the sounding blocks using a metal hammer and the larger one using a wooden mallet--illustrating the difference in sound again. These were passed out to the number we had enough for and they came to the front of the room. Our first song was "I've Been Working on the Railroad". Few people sang, but watched as the others used their instruments. First we played altogether--then Eugenia tried to limit the instruments to phrases. This is quite difficult to limit--once the people used the instruments, they didn't want to stop.

Then those who hadn't performed were allowed to replace the performers. This made several who were unhappy because they weren't in the first group. Strangely Al K. who likes to dance would not use the rhythm instruments or participate.

We then sang "Sioux City Sue" and Al danced--"Kum Ba Yah"--movements--"Old Mill Stream"--"School Days"--swayed to waltz rhythm as a class--"Raindrops Keep Falling on My Head," "Ballin' the Jack," finished class with this.

GROUP II

Attendance: men--10 women--19

Eugenia followed the same procedure with this class in introducing the rhythm instruments. But the fellows were not as receptive and several refused to participate. George, who had been in the first class was the first male adult to volunteer and then several others followed.

We sang the same songs with the instruments plus:

"Let Us Sing Together"
"God Bless America"

Tony wanted to sing, "Stand Up for Jesus", "The Old Rugged Cross," "God Will Take Care of You." Bernadette accompanied these, she played much better than several weeks ago. As I watched the class noticed how Terry turned around and scowled at Tony--he was singing loudly, but with his heart and soul in the songs.

Terry, when she does sing something she likes, is just as loud and vocal as he and not really as pleasant to hear.

We then sang other songs selected by the class:

"When Irish Eyes are Smiling"
"Put Your Hand In the Hand"
"Goodnight Irene"
"Sioux City Sue"
"Raindrops"
"How Great Thou Art"
"Ballin' the Jack"

February, 1973
Eugenia Webb

The main emphasis this month was the use of the newly acquired rhythm instruments. I tried to give each pupil a chance to use different instruments by asking each one as instruments were passed out if they had played a particular one. If the answer was "no", then I gave it to then. We exchanged instruments during each class period, expressly trying to alternate new instruments and maracas for each pupil.

I also wanted to test the classes' ability to sing part of a song alternately by sections and I used "Michael Row the Boat Ashore" to do this, asking the women tosing the verse and the men to sing the "Alleluia" between lines. By the second verse, it was going rather well, although some women always came in on the Alleluia", and a few men didn't sing at all. Neither class as a whole seemed able to do this sort of alternate, part-exchange singing.

As a diversion from the concentration it seems to take to work with instruments, we learned motions to "Down By the Old Mill Stream." We have to sing it more slowly when using motions but the classes seemed to enjoy "The Battle Hymn of the Republic"-in honor of the patriotic flavor of the month. Not many really know the words to the verse, but all joined enthusiastically on the "Glory, glory, hallelujah's" On Valentine's Day we had sung "Let Me Call You Sweetheart," and the second class sang it to me as I re-entered after having to leave to get a drink!

In anticipation of having a program in March for families of our students, I wanted to check Bernadett's hymn playing so that she could accompany a couple for the program. She is showing some improvement in accuracy of note playing, though she still doesn't have a sense of good tempo and I have to follow her in that.

We learned a song that was new to me. It is called the "Iowa Corn Song" and apparently had been used as a state song in the schools in earlier years. Many recognized it, and so the class taught it to me! Bernadette had requested it, Helen Moss could play the accompaniment, and it is a simple song melodically and text-wise, so we picked it up in good time.

I must mention one other request--every time he is in class, Tony asks to sing "Holy, Holy" and I try to oblige because he seems so upset when we don't and doesn't participate well except for an occasional "old-time" song which he will join in on. But there seems to be a general feeling of disgust among the students whenever this happens: they ride him, complain to me--but sing! this doesn't happen when another pupil always asks to sing "Goodnight, Irene"--it must be a personal reaction to Tony himself, who seems quite withdrawn, often dozing on his arm during class, and sometimes quarreling with people sitting close to him.

We had a visitor early in the month--a teacher who is to work in another community with these types of people. She was warmly welcomed with smiles, and the singing of our "Hello" song. The people do love and enjoy an extra audience!"

11S5/7

February 7, 1973

Group I

18 women - 8 men

"Happy Birthday" sung to Marilyn was the opener for today's program.

After Eugenia took roll call, she showed the new rhythm instruments that she had not shown last week--clappers--triangles and finger cymbols--the different sounds that each instrument made and passed them out to the class--those who did not get the instruments were given two maracas. I played "Glow Worm"--"Country Gardens"--"Java"--these pieces had a marked 4/4 rhythm--there was no singing and it seemed a better procedure to concentrate on the rhythm. I especially noticed Margaret's enjoyment with the little finger cymbols. She seemed intrigued with the movement of her hands and the lovely sound the cymbols produced.

The instruments were collected and singing followed--"Sioux City Sue" (giving Al opportunity to dance)

Jane Sellen appeared, spoke to the class and introduced Faith Juhl who is going to be teaching a class in Le Mars, Iowa. The class sang "Hello-Hello-Hello" as a greeting. Also "Put Your Hand in the Hand"--Kum Ba Yah"--"Ballin' the Jack."

Our class was then dismissed.

Group II

A new student was introduced--Mary--a middle-aged lady. There were three birthdays to be celebrated--Norma's, Donna's, and Mary's. We sang "Kum Ba Yah" and "Let There Be Peace." Again Eugenia introduced the rhythm instruments. I played "Glow Worm"--Country Gardens--Nola--Swanee River."

The class sang "God Bless America" and "Ballin' the Jack." The participation was better today in the rhythm class than last week.

There were 21 women and 8 men in class today. Al D came back to class. He didn't talk to us as he used to but it was pleasant to see him in attendance again.

February 14, 1973

Group I

"Happy Birthday" was sung to Ellen. She is a rather quiet person in class and just barely smiled after we had sung.

The class sang the following songs:

"Deep in the Heart of Texas"
"Michael Row the Boat Ashore"
"Sioux City Sue" (Al danced)

(Eugenia had the fellows sing only the "Halleluyahs" while the girls sang the verses of two. Then the class sang the four verses in unison). I finally, after all this time, became conscious of his rhythm. He syncopates--left foot is light on count I and right foot is heary on count 2. Example: "Sioux (light) CIT (heavy) y SUE--etc.

Marilyn gets extremely annoyed when Al comes up to dance and she tells him to "Sit down!" Eugenia explained to her that it was alright for Al to be there, but she glowered. Then the whole class stood up to do "Ballin' the Jack"--not all participated in the movements.

The following songs were sung:

"He's Got the Whole World in His Hands" (requested)
"Winter Wonder Land"
"You Are My Sunshine"
"Let us Sing Together" (requested)
"Kum Ba Yah" (requested)
"Let Me Call You Sweetheart" (for Valentine's Day)
"God Bless America" (Eugenia mentioned the POWs' homecoming)

Group II

As Norman came in, he looked at me and said, "Hello, there!" Most of the time previous it has been merely a nod. This presented a little more effort on his part.

"How Great Thou Art" was the first request. Members of this class are especially fond of this song.

"In the Garden" was another request. Them Eugenia asked Bernadette to accompany--she played "Onward Christian Soldiers" and "Rock of Ages."

"Let Us Sing Together" was requested--followed by:

"Dear Hearts and Gentle People"
"Michael Row Your Boat Ashore" (with separated men's and women's voices)
"Kum Ba Yah" (request)
"Ballin' the Jack"
"Sioux City Sue" (request)
"Let Me Call You Sweetheart" (Eugenia went out to get a glass of water, and when she reappeared we sang this to her for a Valentine's Day greeting).

We then sang "Yellow Bird" and "God Bless America" to finish.

Many students in both classes wished me a Happy Valentine's Day and then Linda N presented a valentine to Eugenia and to me.

February 21, 1973

Group I

Today's program began with "Ballin' the Jack"--then we sang Kum Ba Yah--motions and recitations--the class did well. Connie (who had previously passed the Green Song Books, saw Al come in and took a book to him.)

We then sang the "Old Mill Stream" with motions. They enjoy this type of song. Al danced to "Sioux City Sue"--request for "Let Us Sing Together"--"Yellow Bird"--"Raindrops Keep Falling"--"Let There Be Peace."

Rhythm instruments were passed out and as I played "Glow Worm"--"Yellow Bird"--"Alexander's Ragtime Band"--"Whispering"--they kept time.

Eugenia mentioned George Washington's birthday being celebrated this week and we closed with "God Bless America."

Group II

"Happy Birthday" was sung to Duane K and he is quite a "ham"--He shook hands with himself and then sat down.

Bernadette suggested singing the "Iowa Corn Song" so Eugenia asked us to sing it to her since she was not a native Iowan and did not know it. The following songs were sung:

"How Great Thou Art" (request)
"Raindrops"
"Good-night Irene" (request from last week)
"Let Us Sing Together" (request)
"He's Got the Whole World" (request)

Again rhythm instruments were passed out. I found "Me and My Shadow" which proved to be a good rhythm piece. Notice that a piece that has too many notes in it isn't as easy for them to follow with rhythm instruments. We tried "Yellow Bird" and "Glow Worm."

One of the fellows asked for the song, "The Wheels of the Wagon are Broken."

Eugenia mentioned Washington's Birthday, mentioning the real date but now being celebrated on Feb. 19--likening it to our singing "Happy Birthday" to honored students on Wednesday even though their birthdays were later in the week. We sang "Yankee Doodle" and "God Bless America" for closing.

February 28, 1973

Group I

A cold, damp day brought us out to the County Home. Eugenia passed out the rhythm instruments. I played "Glow Worm"--Country Gardens"--for them. Eugenia tries to pass the unusual instruments around giving members of the class acquaintance with the different sounds and movements nexessary for the production of the sounds. As I played "I've Been Working on the Railroad" they turned their instruments and began to clap to rhythm and sing.

We then sang "Old Mill Straem" using motions.

The following songs were sung:

"Bicycle Built for two"
"Sidewalks of New York"
"Don't Fence Me In"
"Ballin' the Jack"
"We Are From Iowa" (new--this class being more young people, did not know this)
"Sioux City Sue"
"Kum Ba Yah" (well-sung)
"America"

On leaving, Jim S . informed me he likes dresses--"Always wear dresses!"

Margaret walked closer to the line today and smiled, but did not shake hands yet.

Group II

Again rhythm instruments were distributed. I played "My Bonnie"--"Polly Woddle Doo"--several numbers followed in perfect rhythm. We also used "Glow Worm" and "I've Been Working on the Railroad."

Tony had asked Eugenia for several numbers. He looks so ill and frail--does not seem to be getting better. As the class progressed along he finally was lying with his head on the table. We sang "Softly and Tenderly"--"Holy, Holy"--"Stand Up For Jesus"--Bernadetter played as we sang:

"The Old Rugged Cross"
"We Are From Iowa"
"Sioux City Sue"
"God Bless America" (request)
"Ballin' the Jack" (request)
"Let Us Sing Together" (request)
"How Great Thou Art" (request)
"Row Row Your Boat" (two rounds)
"Brother John" (two rounds)
"Kum Ba Jah"
"America"

As the students left the class, they thanked us for coming. Many said, "See you next week." Norma informed me they were having their monthly birthday party with ladies from Bronson. Richard told me he had received two radio batteries so now he was able to play his radio again.

Kenny C showed us a blandet he is making--knitted stripes are sewn together. There are many varieties and combinations of color. It is knitted with two threads. It is very neatly done. He also said he had made a cover for his bird house.

It is always a warming experience to be with these people.

March, 1973
Eugenia Webb

This month we were busy working towards the Open House program to be given on March 22 for families of the residents of the County Home. I heard about the preparations that were going on in the regular classrooms. The students seemed willing to go over many of the songs we knew so that I could make up a program for each class that would not only be representative of the variety of songs we do but also would show each class's ability to best advantage. We timed numbers; practiced songs for tone, phrasing, and words; and talked about behavior while performing--watching the leader, not talking between songs. We spent the Wednesday before the performance "walking through" the position change for each class. Betty Newman was on hand several times during these rehearsals and her presence was a very stabilizing influence.

Early in the month our classes were visited by a reporter from the Journal newspaper, Jerry Leslie, who subsequently wrote a fine article giving graphic word pictures of our classwork. The students welcomed him with smiles, handshakes and a song we use to greet visitors, "Hello" He participated in the singing and the class appreciated this. Many shook his hand and wanted to visit with him as they left. He talked with us afterward, and wanted to know what we did to get "psyched-up" for the sessions. We assured him we didn't need to do anything. The appreciation from and personal contact with these people are so rewarding that I can't help feeling buoyed up by the classroom experiences.

One pupil, Al K , loves to dance and used to insist on coming up front each week to perform. But several times this month, he had refused the invitation, and I discovered in talking with Betty Newman, that he has trouble with his legs--he said they hurt when he danced.

As a diversion from the familiarity of the songs we were preparing for the program, I introduced a new song, "King of the Road." It was new to all of them, starts on an off beat, has quite a syncopated rhythm, and the words don't tell a story but rather offer comment on a situation unfamiliar to most of the pupils. It is difficult and will require both time and work, but the classes seemed to enjoy doing it.

One reaction to the program songs was interesting. Helen Moss told me that some of the women asked rather belligerently why we sang Christmas songs in the spring! She had mentioned this to me before the program, so I included an explanation as I was introducing that part of the program. I also took time the next class session, after complimenting each class on their performance, to explain again and felt they understood.

We had two new students this month--a man and a woman. The pupils are very accepting of them, and even introduced them to me proudly.

One of our men students, Lynn, has taken upon himself the task of bringing the instruments from the closet, where they are stored, to the front of the classroom ready to be passed out--and he often helps in the distribution of them. He also helps collect them and always returns them to the closet! He will only play the maracas.

11S4/2

March, 1973
Helen Moss

March 5, 1973

This Monday morning Eugenia and I visited the day classes at the County Home. These classes are taught by Mary Walding in the morning and by Mary Croston in the afternoon. We wished to observe those students in their classrooms-observe behavior--the ways they reacted in the classroom, comparing it with their attitudes in our class.

The classes began at 8:30--lasted an hour--9:30,- 10:30--began again at 12:30 --1:30, and 2:30. The groups were small, six or seven (some observers), observed there were different levels of teaching. Each teacher, of course, had her own method ofpresentation of skills. I was much impressed with their enthusiasm, their patience, and understanding. Each teacher showed us examples of the types of learning activities and results , reports, etc.

The students seemed pleased to see us in the classroom; let us see their work and , on an occasion, let us help them.

I watched Linda N. when she went into class. She walked very intently, rather quickly and just before she went through the door, clicked her heels. Jim S was voluble as usual but did not get carried away as he does sometimes in our class.

We were served a lovely lunch at noon and sat with Betty Newman.

Not everybody in our classes were in the school classroom but I believe there are some who some Tuesdays, but not on Monday.

March 7
Group I

This morning we had a visitor, Jerry Leslie, a reporter from the Sioux City Journal, who wished to observe our music classes. We sang "Hello" to him.

We opened with "Let Us Sing Together." As Eugenia passed out rhythm instruments we sang "My Wild Irish Rose", "Daisy", "Glow Worm", and "I've Been Working on the Railroad".

Then the rhythm instruments were passed in and the class clapped the rhythm.

The class requested "Ballin' the Jack"; Mr. Leslie took part in the activity of this song.

We sang "We are From Iowa" and "Sioux City Sue". Al K didn't wish to dance--his legs have been bothering him. (Betty told us he has varicose veins).

The class sang "Kum Ba Yah"; it was well sung; "How Great Thou Art", and "Raindrops". Eugenia introduced a new song--"King of the Road". We finished with "God Bless America.

As the class left, I noted the students also shaking hands with Mr. Leslie and talking to him. Believe this to be a progressive step.

Group II

Again we sang "Hello" to Mr. Leslie after Eugenia had introduced him. Some one requested "Tennessee Waltz"--we sang it but I will have to work on a lower key for them. Eugenia told Mr. Leslie about Joan--our guitarist--who used to play and sing with and for them.

"Goodnight, Irene" was requested, followed by "Irish Eyes" and "Daisy". Bernadette played "My Faith Looks Up to Thee". We also sang "Stand Up for Jesus", "How Great Thou Art" (this class sings two verses well).

I then played "My Wild Irish Rose", "Sidewalks of New York", and "Country Gardens" while the class used rhythm instruments. As the instruments were passed in the class sang "I've Been Working on the Railroad". The class also enjoyed seeing Betty Newman using the maracas with them.

"King of the Road" was introduced, "Raindrops Keep Falling", "Ballingthe Jack", "Down By the Old Millstream", and "Yellow Bird", We finished with "God Bless America".

I talked to Mr. Leslie and asked him why he was visiting. He answered that he felt the music class in the Home was rather unusual. He informed me he had been out at the Home eight years before and felt there was great improvement. The cheerful colors, pretty curtains, clean lines were for the better. He seemed to enjoy our music and was impressed with the friendliness of the students.

He did asked a peculiar question, "How did we'psyche' ourselves up" before we came to class or perhaps he asked "Did we 'psyche' ourselves up before we came?" I was rather startled by this question and am always thinking of ways I might have answered him. I remember telling him I felt it was one of the most rewarding experiences in my life. But later I told Eugenia (if I understood his meaning) that if we had to be "psyched up" before we came we really had no business being there and I don't believe Jane would have us do this work. Perhaps it is bothering me too much, but the strange thing is I have heard this same expression twice since then and each time it has had a different connotation.

Eugenia and I met this afternoon after she had distributed her "Meals on Wheels" and arranged songs to be sung for the March 22 program. Each class will sing 10 songs, including a rhythm number, and the entire group will sing two numbers. There will be two days of practive yet and changes can easily be made if necessary. We plan to time the songs to see about the length of the program.

March 14

Group I

After Eugenia had taken roll call, we sang "Happy Birthday" to Steve. It gave him pleasure because he smiled broadly as we sang.

Jim S brought information about St. Patrick's Day--we sang "When Irish Eyes Are Smiling" and "My Wild Irish Rose". (clapped the waltz rhythm for this last number) We sang "You Are My Sunshine" in honor of a sunny day. Then we remembered to begin timing the numbers--

x "Sioux City Sue"--1 1/2 min.
x "Kum Ba Yah"--2 1/2 min.
x "Ballin' the Jack"--1 1/2 min.
x "Home on the Range"--1 3/4 min.
x "Deep in the Heart of Texas"--1 1/2 min.
x "I've Been Working on the Railroad"--2 1/2 min. (Passed out rhythm instruments)
x "Glow Worm"--1 min.
x "Let Us Sing Together"

The checked numbers represent about 13 minutes and with "Irish Eyes" and "Sunshine" we should have about 15 minutes of singing from group I.

Group II

Another "Happy Birthday" was sung to Bernard. Timing this group of singers followed:

"We Are From Iowa"--1 min.
"Down By the Old Millstream"--1 min.
"Yellow Bird"--1 1/2 +
"How Great Thou Art"--2 1/2 min.
"My Faith Looks Up" (accompanied by Bernadette) 1 min.
"Up On the Housetop"--45 seconds
"Silver Bells"--1 min. (using rhythm instruments with this)
"Country Gardens"--1 1/2 min.
(about 10 1/2 minutes for group II)

After leaving this class we met with Jane Sellen, Betty Newman, and Mary Croston to finish the planning.

The students are getting ready for the program. Next week we'll practice altogether so seating arrangements and movements of the classes can be coordinated with a minimum of confusion. We're all looking forward to Thursday, March 22, at 7:00.

March 21

Group I

We began today's practice by singing "Happy Birthday" to Helen.

Then our last practice before the March 22 performance was held. Eugenia arranged our students in the rows and places they would be standing. We sang "Kum Ba Yah" and "Ballin' the Jack". Then we practiced going to the seats replacing our second group. We sang: "Sioux City Sue", "You Are My Sunshine", "Deep in the Heart", "Jingle Bells", "Winter Wonderland", and "I've Been Working on the Railroad". Instruments were distributed [illegible] "Glow Worm" was played. Then Group II was ushered in positions, vo[illegible] and we sang "Let There Be Peace" and "God Bless America".

As Group I filed out, I played "When the Saints Go Marching In". Everyone was excited about the party to be held.

March 21

Group II

After the first class left we sang "Happy Birthday to Vivian. She is a new girl in our class. She said she didn't care to stand, acted rather shy, but seemed pleased.

We practiced these songs:

"Ioway"
"Down By the Old Millstream"
"My Favorite Things"
"Up On the Housetop"
"Silver Bells"
"Yellow Bird"
"My Faith Looks Up to Thee"
"I Love to Tell the Story" (Bernadette accompanied the last two songs)

Instruments were passed out and we played"Home On the Range" and "Country Gardens". Then our class left with comments of anticipation for tomorrow night's program.

March 22, 1973

Program

My husband and I arrived quite early, about 6:30 pm. Many of our students were watching from the windows of their dorms on both sides of the building. We signed in and then proceeded to make the rounds. There were clusters of girls at their doors and fellows, too.

I introduced my husband to the people and they shook hands and visited with him. Everyone was dressed up . Some of the fellows were commenting on their shirts--one saying he had received his for Christmas. The girls looked very pretty in their best dresses and hair all fixed up.

Robert D came running--"Come and see--there's my sister's car!"So I ran to the window.

We then proceeded downstairs, attended the punch table and went into the lunchroom to get ready for the program. Many parents and friends were there and I felt complimented when several students asked to come to meet their parents.

Finally our program began. The orderliness of the groups was quite remarkable. We did run overtime and had to eliminate several numbers. But the applause and participation of the audience (when Eugenia asked them to join in singing) was enthusiastic. People seemed impressed with the participation of our students and I felt very gratified.

We teachers then met in the sitting room and Jane introduced Mr. Campbell who wished to comment. He gave us some interesting viewpoints and seemed to feel that our work was showing results, especially concerning several people who had been very withdrawn and were participating well. I was sorry not to hear more but it was getting late.

I almost forgot to add that one group of girls asked me, "How come we are singing Christmas Carols?" for the program. I tried to explain to them that we wanted to give a cross-section of what we had worked on during this year but they weren't too accepting of this. I then said, "Why didn't you comment when we were practicing?" It is too late to change our program now."

This is the first time they have really expressed what they like or dislike and I feel it was good for them to express an opinion. It has taken two years of effort and I feel it is a "plus".

March 29, 1973

Group I

Eugenia complimented the class on last Thursday evening's program. Some answered "yes"-- some answered "no"--others said, "Do it again next year!" She thanked them for singing the Christmas songs in the spring. (I had informed her on the way out about the comments).

She then suggested we sing some "spring" songs. We sang "Easter Parade", passed out the books, singing "Raindrops"--"Tiptoe Through the Tulips"--"When You Wore A Tulip"--and "You Are My Sunshine".

A new student (Male) came into class.

As rhythm instruments were passed out, I played "Zippidy Doo Da" and those who know the song sang it and as instruments were received the class began to keep time. I then played "When the Saints Go Marching In" and "Springtime in the Rockies". (3/4 time)

The class finished by singing "God Bless America".

Group II

Arriving into the room our class sang "Easter Parade", "Put Your Hand". Again Eugenia complimented the class on their part in the program.

Some one asked to sing "Kum Ba Yah"--followed by "Raindrops", "When You Wore A Tulip", "Springtime In The Rockies', "Tiptoe Through the Tulips", "I'm Looking Over A Four-leaf Clover", "In the Good Old Summer Time", "Holy, Holy" (for Tony), "Goodnight Irene" (for Linda), "I've Been Working on the Railroad" Instruments were passed out), "Bye Bye Blackbird". We again sang "God Bless America" and our class filed out with wishes for a nice week ahead and "hope to see you next week."

Eugenia explained to both classes that she would be gone next week but Mary Walding would take her place.

April, 1973
Eugenia Webb

I had to be gone the first week in April and Mary Walding, an ABE teacher at the County Home substituted for me. When I returned I was warmly welcomed by the class, and in answer to many questions I explained I had been attending a meeting out of town. This seemed to satisfy them. They had been notified the week before my leaving of the substitution and were accepting of it. Many exclaimed that Mary was "their" teacher. She taught them the spiritual, "Were You There When They Crucified My Lord?" and they did well with it when I asked them to do it for me. That was the only Easter Song with religious connotations we used. We sang "Easter Parade" each week and most seemed to enjoy it, as they are printed in one songbook-words for women to use are printed under those the men would sing, but only on a few words, as:
"In your Easter bonnet" and "I'll be the proudest fella in the Easter parade."
my You'll
I had explained this arrangement to them when we first used it, but each week it needed repeating. One week I didn't say anything about it, and was asked as we began to sing!

We worked with instruments after Easter. The classes had sung together one evening for a local study club and enjoyed the performing again. An audience certainly seems to bring out the best in them! One of the women, a retired music teacher who has been an advisor on this program commented on the improvement in tone-quality and use of dynamics. She also suggested we work with the instruments on a more selective basis as the students would be able to identify the differences in sound between wood, metal being struck, and metal in bells jingling. We did this to the tune of "Red, Red Robin." I first asked everyone with a wooden instrument to hold it up - some needed encouragement. Then I asked them to put their instruments back down and those with metal instruments to hold theirs up. Again some needed help. Then I asked those with maracas to hold them up. As Helen played through the phrases of the piece I asked each group in turn to play their instrument, then stop when the next group played. Eventually I had them all playing together by adding a group to the one (or ones) already playing. The first session, which was the last class meeting of the month was a little frustrating to them, but they worked hard at it and seemed willing to cooperate and try to follow directions. We have a little trouble trying to stop at the end of the piece together so we took some extra time and practiced listening carefully to the ending. There was excellent performance by the end of the practice in stopping together with the music.

One of our hyperactive students had a birthday this month, and was so excited that she held her head in her hands when we sang "Happy Birthday" to her! This is the strongest reaction we've gotten. Most stand and smile, some don't smile, many join in the clapping that follows.

We tried to use one of our men students in Class II who chords on the piano to accompany the instruments, but his rhythm and timing weren't steady enough and it only confused the others with the rhythm instruments. It takes a real "pro" like Helen to keep a good steady rhythm going for them.

11S4/3

April, 1973
Helen Moss

April 4, 1973

Group I

Mary Walding picked me up at my home and we arrived at the County Home, met by Jim S at the door. The class was assembled at the door, so they had to wait for us to arrange chairs.

Mary introduced then to the song "Were You There?" in preparation for Easter. This was a good song for them--they went through the three verses--there being much repetition of words--the class enjoyed Mary's description of the word "tremble". Mary complimented them on how well they learned the whole song.

Roll call was taken--there was good attendance.

We then sang "Easter Parade". Mary spent some time in the middle of the song which has skips of 7th intervals--she also discussed the word "rotogravure" with them.

We finished class by singing "Tiptoe Through the Tulips" and "Springtime in the Rockies".

Group II

"Were You There" was worked on after roll call was taken. Mary taught this song to the class in a matter similar to the other class. However she was able to go farther with this class and work on the dynamics. There is a natural build-up to the words "Oh, oh, oh" then emaphasis on the words "tremble-tremble". Then soften down to the last "Were you there when they crucified my Lord?" We hope to surprise Eugenia with this when she returns next week.

"Easter Parade" then followed--with a discussion on rotogravure and sonnet.

A request was made for "How Great Thou Art". Mary had them sing verses three and four since they had the song books in hand. These verses apply to the Easter season. Mary described the custom of Jesus' burial (burial in that time) emphasizing this to be customary among Jews today.

Both classes commented on enjoyment of music class and several informed us of the circus performances they were to attend the next day (Thursday).

Mary Walding did very well as a substitute. Being a teacher of their ABE classes, she knows many of them also had people in the music classes who

bs32/6

do not attend the other classes.

April 11, 1973

Everyone was happy to see Eugnenia back. Gloria's birthday was toward the end of the week. We sang to her. She stood up almost before Eugenia announced we would sing.

We sang "Were You There" and "Easter Parade". Someone asked about the words of the last section--"Which were they to sing?"--this is the first time anyone has asked a question about a song or the words. Feel this is a step forward!

Eugenia announced Betty had given permission for Eugenia's Study Club to come out on Monday evening the 16th of April to hear the two music classes. They seemed pleased ot be asked to sing for this group.

We then sang:

"Ballin' the Jack"
"Yellow Bird"
"Kum Ba Yah"
"How Great Thou Art"
"I've Been Working on the Railroad"
"When the Red Red Robin Comes"

These last two were done with the rhythm instruments.

Group II

After attendance was checked we sang:
"Were You There?"
"Easter Parade"
"Amazing Grace"
"Holy, Holy, Holy"
"Onward Christian Soldiers" (accompanied by Bernadette)
"Stand Up for Jesus" (accompanied by Bernadette)
"Let the Rest of the World Go By"
"Till We Meet Again"
"Goodnight Irene"
"Raindrops"
"Red Red Robin" (with rhythm instruments)
"Gypsy Love Song" (with rhythm instruments)

Eugenia again announced the program to be sung Monday evening. Also announced that both classes would sing together.

I finally heard Gayle say a word I could understand! As the first class was leaving, Larry stayed behind talking to me--as Gayle came in shelooked at him rather sternly and, pointing her thumb, said to him several times, "Out,out!" We both laughed heartily. She was quite vehement in her tone of voice.

April 18, 1973

Group 1

"Oh, What a Beautiful Morning!" was the song with which we began class; Eugenia teaching the first verse and chorus. It was so discriptive of the spring day we enjoyed.

Eugenia thanked the class for their contribution in performing before her study club. This had occurred the Monday evening before our present class period--April 16--the two classes sang a joint program and they did sing very well. The first part of the program I thought tone quality especially good. They also followed Eugenia well. I do not have a copy of the songs we sang and performed but Eugenia will probably itemize them in her report.

Being enthused about the lovely spring day, someone in class asked to sing "You Are My Sunshine". These songs followed:

"Easter Parade"
""Over the Rainbow"
"When the Red Red Robin"
"Were You There"
"Ballin' the Jack"

The class was then dismissed.

Group II

We were informed that Mary J   had gone home for the Easter holiday. We were very happy for her. She has so wished to get away for such a long time. Hope that she enjoys herself.

Linda N. asked us to notice her new glasses. I do hope it helps her eyes. It seems to me she acts a leetle more independent than she used to act.

Our singing began again with "Oh, What a Beautiful Morning!" Followed by:

"You Are My Sunshine"
"Easter Parade"
"Over the Rainbow"
"Red Red Robin"
"Yellow Bird"
"Kum Ba Yah"
"Put Your Hand"
"Everything is Beautiful"

The class left--many expressed "Happy Easter" to us. I noticed that Gayle put her arms aroung Eugenia. Gayle certainly is expressing herself more than she did formerly.

April 25, 1973

Group I

Eugenia took attendance, then announced she had to check with Betty Newman, the superintendent. The class and I were to have a singing session. A request for "You Are My Sunshine" came from Jim S   . The class does better when they have someone to watch in front of them so I asked for a volunteer--

John raised his hand first and he had an exceptionally good performance, as he directed. We had time for another song so I asked for a girl to lead. There were no volunteers so I asked Marilyn. Marilyn always ridicules people who come up front but she was happy to do this for us. Perhaps that is why she jeers--because really would like the attention the class requested.

"Oh, What a Beautiful Morning." Eugenia then entered and someone requested "Raindrops." Jim S   asked for the "Soup Song."

As I played "When the Saints Come Marching In," "Sidewalks of New York," and "Bicycle Built for Two," rhythm instruments were passed out. "Glow Worm" was then played as an instrumental number, followed by "Red, Red Robin" in which Eugenia requested first the maracas, then those playing woods, those playing bells.

As "I've Been Working On The Railroad" was played and sung, instruments were passed in.

A request was made for "How Great Thou Art."

In leaving our classroom, Margaret, who still won't shake hands, looked at me half-smiled and nodded and moved her lips. When I told Betty of this, she reported Margaret formerly had great reluctance to even come to class. Now she eagerly looks forward to it--can hardly wait for class to start. I told Betty I felt that some time she would forget herself and shake hands with me yet.

Group II

In entering today, Tony was in such good spirits. I can't remember what he said but he was quite jocular. Virginia told me about her lovely Easter lily that was sent to her from relatives. (We later saw it in her room and she has it placed where all the girls in her dorm can enjoy it. There were seven beautiful blooms and one more bud bloom which they were anticipating.)

Linda N. was standing by the room pouting. Mary J   said to me, "Helen, will you shake hands with Linda?" How I missed her at the door I don't know. Linda asked me why my husband didn't come out with us. I informed her he was working. She asked me, "Why?" I said he has to provide for our home. I don't think it really satisfied her.

We sang "Happy Birthday" to Terry. She has been waiting this moment for about six weeks. She covered her head and ears with her hands. She was so excited.

The class then sang "Raindrops." Eugenia requested Bernadette to play "Stand Up For Jesus." Eugenia asked the class to applaud her--it was so well played. Then Bernadette chose to play "My Faith Looks Up To Thee"--Applause again! We sang "Holy, Holy' for Tony. "The Old Rugged Cross," "Love Lifted Me," "Onward Christian Soldier," and "Kum Ba Yah" followed. They were all requests As I played "Cecelia" (good rhythm number) rhythm instruments were passed out. George P., who plays by chording, then played the piano for the group. We followed with the "Red, Red Robin." As I played "Working On the Railroad" we passed in the instruments.

"How Great Thou Art," "Put On Your Old Gray Bonnet"--sung and performed with "Ballin' the Jack." The class then filed out.

May, 1973
Eugenia Webb

The first class session in May we used to practice for our performance at the Western Iowa Tech graduation ceremonies on Friday, May 4. This invitation came as a direct result of the Open House program we had given in March to which W.I.T. executives had been invited. We chose to sing "Raindrops Keep Falling On My Head," "How Great Thou Art," and "God Bless America." We asked the audience to join us after we had sung it through once for them. The response was tremendous, and the audience's applause as we left the stage was loud and long, almost overwhelming! The whole evening's experience was enjoyed by all the class. We went across town to the new West High School in two city buses. Three of us ABE teachers, Mr. and Mrs. Newman and a worker from the County Home rode on the buses with the students. Some of the students expressed concern over the "stage appearance," acting a little nervous and even expressing the desire not to sing. I tried to reassure them with the "safety in numbers" theme. There was some distraction for them as the lead driver chose a route across town that led through a park and by some lovely landscaping. What impressed me most was the conduct of the students on the buses and in the building. They enjoyed the experience and helped keep each other in line with comments; they followed directions well; they enjoyed the audience parcicipation and were thrilled with the applause. When we played the tape of their performance the following week they sat very still and listened attentively to the whole ten minutes, then applauded themselves vigorously. They ask each time now about doing another program.

The main objective for this month was to work with the rhythm instruments for type or sound differences and recognition, following the accompanist, alternating beat. We used many different pieces of music, some were familiar to the people, others were not! The familiarity with the music didn't seem to make any difference in performance. A definite beat without a lot of notes per beat seemed to bring the best results. In order to give everyone a chance at different instruments we passed instruments out on one side of the aisle, maracas on the other; then we had the sides exchange instruments about half-way through the class session. We did some special work on reviewing new songs we'd learned. "Raindrops Keep Falling On My Head" seems to be the favorite. "My Favorite Things" is least-liked and least known. Some of the men especially register dislike by frowning and not singing. I have a feeling the words aren't very meaningful and the melody a little difficult. Another new song which has words that are rather disconnected in thought is "King of the Road," but the classes both seemed to enjoy working working on it. The rhythm is catchy but both classes have learned it well.

We started learning another new song at the end of the month. The weather was the inspiration for trying "Oh What A Beautiful Morning." Many recognized it but didn't know the words. We began by just working with the chorus.

In the middle of the month our accompanist, Helen Moss, had a bad cold. She came to class but cautioned the students not to get close to her. They did manage to stay away but they were uneasy doing it. We also had to give her time to blow her nose or cough in between pieces. The students were very considerate and patient.

11S4/4

Towards the end of the month, two men in the first class brought their own instruments to class. Kenny, who used to bring two pencils to use as drum sticks before we got our instruments, and who always chooses the drumsticks and used the large round carton we keep our instruments in as a drum, brought a recorder (or tonette--like the wind instrument) to class for several weeks. His rhythm was excellent, but the pitch of the notes was only incidental with the tune we were singing! Al, who enjoys dancing (espically to "Sioux City Sue" or "School Days") brought a harmonica. Again, the tune he played was not accurate but he enjoyed embellishing notes held for several counts with arpeggios and runs and it was very effective and pleasant to listen to.

Helen Moss played a stop-time accompaniment to "Old Mill Steam" as we sang it one day, and the class carried through the unaccompanied intervals well. When we had finished I asked them if they had heard what Helen was doing. All nodded and several were able to identify the activity as "not playing all the time with us!"

11S4/5

May, 1973
Helen Moss

May 2, 1973

Group I

The first section of our class period was spent with rhythm instruments. One side received the woods, bells, triangles, etc. The other side accepted the maracas.

1. First all instruments.
2. Using 3/4 time, used instruments on count 1 (all included)
3. Side 1--beat one
   Side 2--counts 2 and 3
4. Reversed order

Exchanged instruments:

5. Played 4/4 time--all
6. Side 1--count 1; Side 2--counts 2-3-4
7. Side 2--count 1; Side 1--counts 2-3-4

Then Eugenia announced that our classes were to sing for Western Iowa Tech's graduation; that we would be traveling by bus on Friday evening, May 4. This was received rather excitedly by our class. We stood up and sang and performed "Ballin' the Jack."

The other class came in so the two classes could sing together the numbers chosen for the program. The songs practiced were:

"Raindrops Keep Fallin"
"How Great Thou Art"
"God Bless America"

Class I then filed out with Bob P informing me, "We ought to sing "My Country 'Tis of Thee!"

We sang "Happy Birthday" to Wayne L. and to Norman. Rhythm instruments were passed out and the class finished with performance.

May 4, 1973

I arrived at West High School as the buses arrived and walked in with the pupils. Everyone looked well dressed--neat--but very relaxed. They lined up in the hall in back of the auditorium so Eugenia could get them lined up according to height. Betty Newman, Jean Rhinehart, and Mary Croston led them onto the stage in three lines.

11S4/8

The piano was off to the right of the stage. Kenny S helped me move it up front so I could watch Eugenia. I had to be right in back of the curtains. It was almost impossible to hear their voices during the performance. I could hear Eugenia since she was facing me. Eugenia turned to the audience and they stood, repeating with our chorus the "God Bless America".

The class went out with several of the fellows waving to the audience. Then Duane blew them a kiss and much laughter from the audience and applause showed their appreciation. He is such a "ham".

When we first entered West High, two ladies were standing on each side of the entrance. They were quite surprised to have Terry extend her hand in greeting. She is used to this because Eugenia and I greet them thusly.

I asked people whom I knew had listened to the performance. They were very enthusiastic; were quite surprised at how well the chorus did. The people informed that they were able to understand the words. They seemed much impressed.

One evening my husband and I were in a grocery store when I was surprised and delighted to have Doris walk up to me, shake my hand, and ask me to come over and meet her mother. She had my hand lightly in hers and did not let go until we had finished conversing with her mother. Doris's mother works out at the Home. She informed me that when the music classes were first begun, the people were not too enthused. But now she says they look forward to it and are quite enthusiastic.

I noticed such a difference in Doris because I had seen her about a year before eating in the cafeteria of the Sunshine store. She was with her mother. I walked over to her and spoke to her. She jumped up in her chair, as though she were very frightened and barely acknowledged my presence.

The two incidents were very contrasting; however signifigant, I don't know.

May 9, 1973

Group I

We sang "Happy Birthday" to Alfred. Then Eugenia played a tape recording of the W.I.T. graduation songs as sung by our "Choir". Mistakes showed up quite noticeabley in a tape recording. I was very pleased to confirm reports given to me by people who had heard our two groups sing that evening. I could understand most of the words and the tone quality was good (if one compares them to productions performed in the past). I am still getting comments from people who heard them sing or know of someone who heard them sing.

We then passed out rhythm instruments. I played:

"Whistle While You Work"
"I've Been Working on the Railroad"
"Sioux City Sue"
"Ballin' the Jack" (nearly everyone participated)
"Kum Ba Yah" (motions)

"Everything Is Beautiful"
"Let Us Sing Together"
(the last four were all requests)

Most of them shook hands--Margaret almost did--Regina, a dear, little sweet-faced woman (elderly) who has excellent poise said to me as she left, "Thank you for liking us!" I was very touched and think of it often.

May 9, 1973

Group II

Comments were made about the Friday evening show. Connie came up to me asking me questions. She is very patient with me because I seldom can understand her. She will answer what I think she has said, then will continue with what she really wants to know. (This may seem quite involved and it is!) Finally, I got the point! She wondered why I hadn't ridden with them on the bus. It was difficult for her to understand. I had to be at the graduation because some of my HEP Students were graduating. I believe she asked, "What is graduation?" but I did not have time to answer her.

While Eugenia played tape for this group, Betty and several of the people working in the kitchen asked to hear it. The recording was played again. Terry had informed me as the class was coming in that she had heard "How Great Thou Art" on the radio.

Rhythm instruments were passed out. I played:

"Alley Cat'
"Calcutta"
"It's A Great, Wide, Wonderful World"
"Red, Red Robin"

As instruments were passed in, the class sang the words and clapped. Requests were made for:

"School Days"
"Goodnight Irene"
"Put Your Hand In The Hand"

Then Bernadette played:

"My Faith Looks Up To Thee"
"Stand Up, Stand Up"
"Holy, Holy, Holy"

We then finished class with "Ballin' the Jack".

May 16, 1973

Group I

Eugenia planned the morning's work with the classes to be concentrated on the new songs we had learned this year, reviewing words and going over by phrases.

We warmed up with "Raindrops" since this was new for us since last fall. Next was "Let There Be Peace on Earth", emphasis on words--the melody seemed to flow along smoothly.

Quite a bit of time was spent on "My Favorite Things". This seems a little hard for them to remember the words.

Someone requested "Ballin' the Jack". This was a good time for the song because they could stand and move around. We sang "Sioux City Sue" and Al danced. Another requested "Let Us Sing Together". This is usually a request from this class.

Group II

"Happy Birthday" was sung to Gladys and Helen. They stood as we sang.

We reviewed the same songs as the other class. Then Eugenia asked Bernadette to play for the group. She played:

"My Faith Looks Up To Thee"
"Stand Up For Jesus"
"The Old Rugged Cross"

Then we worked again on "King of the Road", reviewing words and watching for the rests which break up the phrases and give a jazzy touch to the rhythm.

We also sang "Sioux City Sue" and "School Days". Both were requests.

While playing several times I had to cough (Ihad developed a cold). Eugenia commiserated with me. I noticed as the classes left that they didn't pass too close to me as they left; several mentioned they hoped I'd soon feel better. I wondered if they had been cautioned to keep their distances from each other when colds, etc. were around.

May 23, 1973

Group I

Today Eugenia passed out song books. We opened with:

"Don't Fence Me In"
"When You Wore a Tulip"
"While the Band Played"
"There Are Smiles"
"Raindrops"
"King of the Road"

We had previously worked on the first verse of this song, so reviewed the words. Then proceeded to the words of the second verse. The words don't really lead from one thought to another so the lyrics are not easy to learn--but the tune is quite catchy. They seemed to enjoy it.

During the singing of the songs, Kenny S tried following with a pipe-like instrument--gets a nice tone from it. Al has a mouth organ, so we have instrumental accompaniment.

Group II

Began with singing "Don't Fence Me In". Everyone seemed to participate in singing this song. We followed with "Tiptoe Through the Tulips", "Deep in the Heart Of Texas", and Eugenia complimented them on clapping exactly in time. We sang "While the Band Played On", "Down by the Old Mill Stream". I tried variations in accompaniment and it didn't seem to throw them. Eugenia asked them, "What changes did Helen make?" We sang "Goodnight Irene".

Bernadette played "My Faith Looks Up To Thee". We sang:

"I've Been Working"
"Raindrops"
"School Days"
"Springtime in the Rockies"
"Holy, Holy, Holy" (for Tony)
"King of the Road" (spent time on it)

Finished by singing "My Country 'Tis of Thee".

May 30, 1973

Eugenia asked the class what "happy" songs they would like to sing. Songs chosen were:

"Tiptoe Through the Tulips"
"When You Wore a Tulip"
"You Are My Sunshine"

We then worked again on "King of the Road", learning the third and fourth verses. The fourth verse is the first verse words and melody repeated. The third verse in very different from the melody of the other verses. We then sang the whole song.

Instruments were distributed as we sang "I've Been Working on the Railroad". I played "Alley Cat". We played and sang the chorus of "Oh, What a Beautiful Morning", finished with "Sioux City Sue" (Al danced) and passed in the instruments.

I have been watching people to see if they are singing. I believe we have more participating. The enthusiasm is still strong.

As Jean came in she seemed rather distant. When she left she had a smile on her face and made a response.

Group II

The first song asked for was "Let the Rest of the World Go By", then "Goodnight, Irene" (this always brings a tender light to Linda's eyes). We continued with the following songs:

"Goodnight Sweetheart"
"God Bless America"
"Memories"
"She'll Be Coming 'Round the Mountain"
"Smiles"

We then finished learning the words of "King of the Road." We didn't have to spend so much time on this. We sang "Deep In the Heart of Texas," "Tennessee Waltz," and "You Are My Sunshine."

Participation is good in this group as a whole. They catch on more quickly than the first group.

In talking to a lady, we were complimented on the improvement she noticed. She is a soloist in one of our churches. As a member of a church circle, she has been out at the County Home on various occasions. She said it had been about a year since she had been there and noticed such an improvement in their singing. She was much impressed.

Also happened to see a young man who was one of our students. His name is Roger and he was standing outside one of our restaurants situated on the Highway. I went out to talk to him. He shook hands with me. I asked him what he was doing. He answered by saying he was a cook in the restaurant. He said he now has his own apartment. A taxi drove up and picked him up. As I left he thanked me for coming out to speak to him.

11S5/2

June, 1973
Eugenia Webb

We spent a couple of weeks working on learning the verses to "Oh What A Beautiful Morning." We also spent two sessions working on the middle part to "King of the Road" which is very difficult both in tune and rhythm. Again I noticed how much quicker the second class is to pick up and learn well words and music. Both classes spent over fifteen minutes in hard concentration on this middle section, with excellent results. I congratulated them on their hard work and was rewarded with many smiles.

The rhythm work with instruments was so well-done last month that we tried a tricky variation that was enjoyed by most. On "Glow Worm" I had the striking instruments beat the four counts on the first measure and the maracas and other "shaken" instruments rattle constantly during the second measure; then return to beat for a measure and rattle for a measure. Then we all played together for four measures striking just on the regular beat; then back to the first pattern of beat and rattle. This was enough of a challenge that even some who normally don't use the instrument they've chosen participated. The rhythm work seems almost 100% response to my called or demonstrated signals as to which instruments are to be played and how. The tempo is well kept, and when Helen gradually increases speed during a piece the instruments change their time to match hers and the beat continues "ensemble!"

We tried singing rounds again for the first time in a long time. Helen leaves the piano to lead one side and I lead the other. We sing the song through all together first, then one side begins the round, with the other coming in. The voice tone quality is good as the students listen to the other side for the harmonies. Their words are very plainly sung.

The last two sessions I tried a general review of repertoire, doing some guiding and selection of my own the first time. The last session before we started singing I walked around, after having told the class to each think of a favorite song, and got a reply from almost everyone. Helen wrote them down and we were able to get them all sung. Some songs were mentioned by more than one person and that helped time-wise to get each request taken care of. We also remembered to name each student who had a birthday coming up during July and August, when we will not be holding classes, and they stood and we sang "Happy Birthday" to them.

The response to our announcement that this was our last class for the summer was one of general disappointment, but they have expectations for seeing us in the fall. The last day we had a new woman come to the second class and I was reminded of how far our people have come. She was very withdrawn from the other students, suspicious of us, slow to respond, yet not terribly disburbed, just distrustful. However, as we were shaking hands after class as the people left she shook hands smiled shyly, and said she'd enjoyed the class!

Betty Newman, the director of the County Home, asked if it was all right to send our tape of the W.I.T. graduation program to a County Mental Health Meeting the latter part of the month and of course we O.K.'d it! She is very proud and pleased with the tape.

11S4/6

June, 1973
Helen Moss

June 6, 1973

Group I

We began by singing "Let Us Sing Together." Then "Oh, What a Beautiful Morning," learned two more verses.

The class then volunteered singing "Trail of the Lonesome Pine," and "King of the Road."

As instruments were passed out I played "Sioux City Sue" to which they also sang. Al Danced and played the harmonica. He also sang quite loudly right into my ear.

I then played "Glow Worm." Eugenia had blocks and those instruments with the same sound beat the rhythm of the first measure, then the maracas alternated. We used "When the Red. Red Robin" "I've Been Working On The Railroad." We finished singing "Kum Ba Yah" with motions.

This class was in good voice--enthusiastic and watched Eugenia well. They certainly have shown improvement through the year.

Group II

We began by singing "Let Us Sing Together," and "Happy Birthday" to Terry and Tony. Tony was dozing off when Eugenia asked him to stand. He opened his eyes and said, "Oh--I'm too old to be sung to." (not that plainly of course) But one of the class answered him, "Oh, you're never too old!"

We also sang "Oh, What a Beautiful Day!", added the two verses which they picked up quickly.

Instruments were distributed to "I've Been Working on the Railroad" and "When the Saints Go Marching In." Also:

"Glow Worm"
"When the Red, Red Robin"
"Country Gardens"
"Goodnight, Irene" (the instruments were passed in)
"King of the Road"
"Put Your Hand in the Hand"
"Old Rugged Cross"
"Holy, Holy, Holy" (chosen by Tony)
"Row, Row your Boat"
"Brother John" (both rounds)
"God Bless America"

The class then departed.

June 13, 1973

Group I

Played some songs we don't usually sing such as "Casey Jones"--there must have been four or five others. Some one in the class recognized most of them.

Eugenia passed out the rhythm instruments. I played "Old Faithful" in 4/4 rhythm, then switched to 3/4. Before the class was over they had picked up the change in rhythm.

We sang "Happy Birthday" to Jim S . He later chose "Kum Ba Yah" as a song he'd like the class to sing.

More rhythm followed-Eugenia held up the wooden instruments. She had those members of the class who had wooden instruments show theirs. They listened to sound. This was followed by metal instruments, the the maracas.

We used these alternately with:

"Comin' Round the Mountain"
"Glow Worm"
"I've Been Working on the Railroad"
Instruments were turned in. We then followed with these songs:
"Ballin' the Jack"
"Oh, What a Beautiful Morning"
"Sioux City Sue"
"Let Us Sing Together"

Group II

The same procedure was followed with this class regarding rhythm instruments. The class then sang:

"Oh, What a Beautiful Morning" (Linda and Terry helped Eugenia direct)
"Kum Ba Yah" (Carolyn slapped her own hand when she made a wrong movement
I couldn't help laughing--it was cute!)
"Yellow Bird" (used maracas--long beat-short beat)
"In the Good Ol'Summer Time"

June 15, 1973

While at a restaurant today, Jim S passed by my table. In his arms were gifts. He was followed by his family.

I wished him "Happy Birthday" and I introduced him to my nephew. He introduced us to his sister (I had met his mother) and his niece and nephew. He obviously enjoyed his birthday lunch at the restaurant. Before he left he said, "I'll see you next Wednesday!"

June 20, 1973

Group I

Jim S was standing behind the tree today where we park the car pretending to hide. He told Eugenia about seeing me at the Palmer House. "Here I was talking about you teachers to my family! When I walked out, there she was sitting!"

Connie noticed Eugenia's new hair-do. Eugenia hoped they would accept it without too much comment. I believe they took it in stride because this class performed beautifully today. Rhythm instruments were distributed. Someone asked for "Red River Valley." They responded to the rhythm and also sang words to two verses.

To the tune of "Red, Red Robin" they played first the metal instruments, (several measures) added the woods, and finished with the maracas. I played words to "Red, Red Robin," clapping the rhythm. They are becoming more accurate and listening more for the endings of songs. "You Are My Sunshine" was requested, along with "Let Us Sing Together" and "Row, Row Your Boat." Eugenia's side continued and she instructed my group to finish with them which they did with good response.

In singing "Down by the Old Millstream," Eugenia explained the differences between the movements and those of "Kum Ba Yah." The dynamics as they sang "Kum Ba Yah" were exceptional. Their tone quality was very good.

Someone asked to sing "Goodnight, Irene" and "Sioux City Sue." We finished with "God Bless America." The second time one of the men attempted to go up for a big finish but didn't quite make it.

Group II

The class was small because many members were at a church service being held at the time. They came into class at intervals. One young man had to be told he was expected at the service before music class.

We sang (requests):

"How Great Thou Art"
"King of the Road"
"Goodnight, Irene"
"Sioux City, Sue"

Rhythm instruments were passed out. I played:

"Zippidy Doo Dah"
"I'll Be Happy"
"Red, Red Robin"
"Oh, What a Beautiful Morning"

Passed in instruments with "I've Been Working On The Railroad."

Bernadette played "Holy, Holy, Holy," "Stand Up For Jesus." We then sang:

"Down By The Old Millstream"
"Kum Ba Yah"
"Raindrops Keep Falling"
"Ballin' the Jack"

11S5/5

June 27, 1973
ABE Music - County Home
Helen Moss

Group I

Eugenia received a list of birthdays for July and August from Betty so we could acknowledge the people's birthdays before vacation started. There were five of them in this class. They stood, we sang "Happy Birthday", giving each person's name. That ended up a bit confusing, but they enjoyed it.

People came in a bit skraggly due to chores they needed to finish, but we finally had a full class.

Eugenia asked each person to name their favorite song which I listed and we sang all of them. The following was a list of their favorites:

"How Great Thou Art"
"When It's Springtime in the Rockies"
"Kum Ba Yah"
"Coming Down the River"
"You Are MY Sunshine"
"Raindrops Keep Falling"
"Ballin' the Jack"
"Sioux City Sue"
"School Days"
"Soup Song"
"When the Red, Red Robin"
"Bye, Bye Blues"

The last two were used for rhythm instruments. Great exuberance was showed by the class. They listened for the endings and tried to finish with me. I doubled and tripled the tempo of "Bye, Bye Blues". They kept up with me. I believe this shows improvement in their "listening" and also shows an improvement in muscle coordination.

Group II

Eugenia again announced birthdays for July and August. There were four of them. The same procedure was followed as in the previous class.

Favorite songs were named and most of those enjoyed by the first class were named plus the following:

"In the Good Ol' Summer Time"
"Show Me The Way To Go Home"
"Deep In the Heart of Texas"
"Put Your Hand in the Hand"
"He" (requested by a new student)
"God Bless America"
"Holy, Holy, Holy"
"Home On the Range"
"I Love To Tell the Story"
"Stand Up For Jesus"
"Polly Woddle Doo"

"Wagon Wheels"
"Tennessee Waltz"

Altogether we sang about twenty songs so we didn't have time for rhythm instruments.

The new student, Ruth, did not participate but when we sang "How Great Thou Art" she cried.

Margaret surprised us by acknowledging our presence with a smile and a nod when she came in. She said when asked to name her favorite song that she had none but liked them all. This is the first time she has talked to us.

Everyone either wished us a nice vacation period, or said "Good-bye", or "See you in the fall."

(Vivian said Friday is her last day. She is going down to the Half-Way House).

END